EXECUTIVE DEVELOPMENT PROGRAMS: A FRAMEWORK FOR COHERENCE

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Dissertation submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

in

Public Administration and Public Affairs

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December 1991

Blacksburg, Virginia

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(ABSTRACT)

The expanding field of executive development programs was investigated. The field was found to be active and influenced by a number of different academic disciplines. However, no overall structure exists for guiding the examination, comparison or discussion of executive development programs.

This work provides a structure in the form of a "framework for inquiry." The framework is then used to describe and analyze seven focus programs. Included in this study are the programs of the Naval Aviation Administration, Federal Executive Institute, Harvard University, U.S. Army War College, Center for Creative Leadership, Bell South, and the World Bank. All programs are thoroughly described and analyzed, but not evaluated. Use of the framework facilitates a comparative review of the similarities and differences of programs.

This study demonstrates how a number of factors of the framework can combine to give a program a distinct overall identity. It also shows how certain factors may be very important in contributing to the identity of one program, but not important in contributing to another. This underscores the value of using the framework for inquiry in its entirety when studying executive development programs. This work also

demonstrates other uses of the framework, including selection of a program by a prospective participant and development of a program by a sponsoring organization.

The dissertation concludes with a prescriptive call for "program coherence," in which executive development program managers consciously align all program factors toward establishing and maintaining overall program identity. This identity should be consistent with the individual and organizational development goals of the program.

ACKNOWLEDGEMENTS

Clearly, this was a "people-oriented" project, and one which would not have been possible without the help of a large number of professionals in and around the enterprise of executive development. The willingness to provide me access to their programs exhibited a true commitment to advancing the state of knowledge surrounding executive development. This is particularly commendable given the very busy schedules that they all maintain. I am most indebted to these focus program managers.

Likewise, I would like to thank Dr. John C. Honey, Dr. Orion F. White, Jr., Dr. James F. Wolf, and Dr. Thomas H. Roback for their encouragement and guidance as committee members.

Finally, I would like to thank Dr. Charles T. Goodsell, my Committee Chairman. Charles not only provided the necessary direction for successful completion of this project, but also served as an inspiration for me throughout my tenure at Virginia Tech. As administrator, teacher, researcher, writer, and colleague, Charles sets the highest professional standards. It has been my distinct privilege to have worked so closely with a man of such competency and integrity.

DEDICATION

To Cynda Marie Tipple, whose unequivocal support, encouragement, and love helped make this, and so many other, accomplishments possible.

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INTRODUCTION TO THE RESEARCH PROJECT: OVERVIEW, DEFINITIONS, & METHODOLOGY

Consider a hypothetical, but very possible conversation among three airplane passengers flying across the country who discover that they are all returning from "executive development programs." The first, a vice president of a large telecommunications corporation, says that he is returning from a leadership program conducted for a cross-section of his company's executives. It was held at a resort/conference center in the Caribbean, where the participants examined the values and behaviors necessary to move their organization into the 21st century. The second to speak explains that she is a program director for a government agency and has just spent a week in a wilderness setting working on improving team effectiveness with five other program directors with whom she works on a regular basis. The third, president of his own software consulting firm, tells that he has just completed an executive management course at a prestigious university, where he heard lectures from experts on the changing face of the world economy. Other than the title of "executive development," what did these three experiences have in common? How could the participants intelligently describe, analyze, and compare the three programs? This dissertation project is an attempt to answer those and related questions about executive development programs.

OVERVIEW OF PROJECT

This project reports on an important and growing aspect of human resource management, executive development programs. In so doing, it attempts to reveal some of the important factors which contribute to giving a program a specific identity which is often based on a concept of leadership or a prescribed set of executive behaviors. These factors are then assembled into a framework for describing and analyzing programs in such a way as to be useful to an individual or an organization seeking to study or compare existing programs. The framework could also be helpful to those designing executive development programs. Finally, drawing upon the findings of seven focus programs, it concludes with a discussion of the need for coherence among program factors.

While this project does describe and analyze seven focus programs, it does not evaluate them. Nor does it evaluate executive development programs in general. To do so would involve studying the efficacy of the programs as evidenced by some agreed upon set of indicators. This study does not do that. Rather, its contribution will be to provide a means to comprehend the range of programs, and to communicate effectively about them and about their underlying identities.

Though this project does not evaluate executive development programs, much work is being done in this area. See, for example, Sauter (1980), Roback (1989), and McEvoy (1989, 1990). In fact, two of the seven focus program sponsors of this study specifically mentioned that they were increasing their efforts to get a clearer understanding of the effects their programs are having. This project has the potential to assist evaluation efforts by clarifying some of the language of the field and by identifying some key factors which influence programs. In fact, evaluation could be seen as the next step following in the sequence of description and analysis.

The present chapter describes a need for the project, and discusses definitions and the methodology. Chapter Two has two purposes. First, it presents a summary of the literature which is most relevant to this project. The literature covered centers around publications on management development and education which address executive development programs. To a lesser extent, it touches upon relevant writings in the management and leadership area. In the second section of the chapter, the project's framework for inquiry is presented, whose major components are drawn primarily from the described literature.

Chapters Three through Nine present the results of applying the framework to the seven focus programs. Each program is first described and then analyzed with the assistance of the framework. This approach models how one might go about studying a single or a number of executive development programs. It also shows how the various factors which make up the framework can influence the overall identity of the program. This application of the framework should also be useful to those engaged in designing executive development programs, as it explores a number of very practical aspects.

Chapter Ten provides a discussion of the results presented in the preceding seven chapters. Organized along the lines of the framework (context, content, and process), it describes the key findings of the study using examples from the focus sites. This chapter provides a comparative look at the focus sites which allows the reader to see clearly how the different factors contribute to the different overall identities, leadership concepts, and executive behaviors. It is hoped that the reader will be able to relate these findings not only to the focus programs of this project, but also to the larger universe of existing and future executive development programs.

The final chapter contends that coherence within the framework of factors is essential, and argues against a "cafeteria style" approach in which a potpourri of contextual, content, and process factors are combined. Finally, some observations are made about the limits of this study, and where future research might be directed.

NEED FOR THE PROJECT

This project arose out of the realization that, though the executive development program arena is very active, effort is still needed to study the area in a serious way. Directories of programs, journal articles, and promotional materials for specific programs use terms and phrases in such a variety of ways that language surrounding executive development programs has become debased. The consumer of those descriptions is at best little informed and at worst thoroughly confused. The result is that, in spite of the growth of the field (or perhaps because of it), the language surrounding leadership and executive development programs is inadequate for the purpose of describing or analyzing programs. For example, consider the following quote which, though it is fictitious, easily might be found in the promotional materials for any number of executive development programs:

> Set in a proven learning environment, this program will help participants improve and develop new leadership and teamwork abilities through the use of an adult learning approach, including simulations. The instructors are all well-known experts in the field.

Though seemingly descriptive, this statement really provides little information. For example, does the "proven learning environment" refer to the climate of the program (e.g., open, participatory, supportive) or does it refer to the physical setting (e.g., classroom or wilderness site)? Are "leadership and teamwork abilities" treated as separate sets of abilities, or is it assumed that good leadership implies teamwork abilities? Does an "adult learning approach" imply some individualized program content for each participant, depending on their individual needs, or does it mean that participants' life experiences will be valued and used in getting the program content across? Does the term "simulations" refer to computer assisted business management activities, a pretend rescue in the outdoors, or something completely different? Finally, are the instructors working in the capacity of lecturer (e.g., expert on information systems), or are they working more as small group facilitators? Without the answers to these and many other questions, the descriptive phrase quoted above, and many of those used to describe programs today, provide little in the way of meaningful information.

This project attempts to improve the above situation through the presentation and utilization of a framework. The framework, presented in Chapter Two, is used to described and analyze seven focus programs. This description of the programs demonstrates the utility of standardized use of terminology and of the power of arraying context, content, and process factors together in a structured format. The analysis of the programs shows how the framework can be useful in uncovering the theoretical underpinnings, leadership concepts, and executive behaviors associated with various programs. In sum, the framework used in this project is one attempt to get past the problem of a debased language and on to a more thorough means of looking at executive development programs. It aims to elevate the conceptual base of executive development programs.

SCOPE OF EXECUTIVE DEVELOPMENT

The field of executive development is growing. This is largely attributed to organizations and individuals attempting to keep pace with a quickly changing society. Organizations are trying, through the use of executive development, to remain well-positioned and competitive within their respective environments (Bolt, 1989). Similarly, many individual executives have adopted a mode of "lifetime learning" in which they recognize that the pace of change today demands that they stay current on emerging developments (Kaplan, Drath & Kofadimos, 1987; Lassem, 1990.). Graduation from college no longer signifies the end of formal learning as more and more executives are enrolling in seminars, short courses, workshops, and programs on a wide variety of topics. The cumulative result is an unprecedented investment in human resources development (HRD) and more specifically, executive development.

A New York Times story, published in July 1989, reported that the American Society for Training and Development estimates that American businesses spent approximately $60 billion annually on formal and informal training activities. This represents about 1.4 per cent of payroll spending. Stephan, et al. (1988) estimate that 12.2 per cent of the training and development expenditures, or $7.32 billion, go toward executive development each year. When government, not-for-profit, and foreign businesses are added, the total figure is even larger. Yet, the American Society for Training and Development feels that the appropriate level of training and development for business organizations today is 2-4 per cent of total payroll spending, indicating a needed increase of 43-286 per cent over the current amount. Clearly, training and development and its subset of executive development constitute a large enterprise today and possibly a larger one in the future.

The growth of the field of executive development is apparent in the academic arena as well. The field now has its own journal, The Journal of Management Development. Also, both corporate campus and university campus programs are growing rapidly (Green & Lazarus, 1988; Watson, 1988). The result is a flurry of activity in this area. However, as the literature reviewed in Chapter Two will show, the field needs research which compares existing programs and demonstrates their ties to various leadership concepts and executive behaviors. Filling this need, which is the objective of this project, should be helpful to all who work with or participate in executive development programs.

Though the figures cited above give one an appreciation for the large scope of executive development, they do not tell much about the types of programs in existence today. However, one can get a general appreciation for these characteristics by studying some of the executive development program directories. For example, Clark & Freeman (1990) provide brief descriptions of over 100 university and not-for-profit sponsored leadership programs. Likewise, McNulty (1985) describes a similar number of programs which would be of primary interest to business executives. Both of those directories briefly describe programs which have open enrollment. When combined with all of the executive development programs which are not open to outsiders (e.g., business organization or government organization-specific programs), the number of programs offered worldwide must be well into the thousands.

The directories and other sources also provide insights into the variety of programs within the universe of executive development programs, including those which are organization-specific and not open enrollment. For example, Bassin (1988) provides a good description of the General Foods program. Similarly, Wolf, et al. (1988) describe the executive development program at the U.S. Department of Education. Collectively, these types of articles provide a general understanding of the range of programs being offered. The focus programs included in this project, for which we provide in-depth, comparative analysis, were selected with this range in mind. Accordingly, the results of this project should have wide applicability within the area of executive development.

DEFINITIONS AND METHODOLOGY

In the literature and in practice, the phrase "executive development programs" has many connotations. Other terms such as leadership training, leadership development, management development, management education and executive education all can have similar and overlapping meanings, depending on the context in which they are used. Generally, though, they all seem to convey the notion of persons in the managerial ranks being presented with new materials through some structured approach. This project is more precise in its use of the phrase executive development programs and removes much of the ambiguity by carefully defining each component of the phrase.

This project defines executive development programs as those activities and experiences which are planned and executed in an effort to help top organizational members better lead their organizations. These programs take place outside the normal "on the job" experiences and are offered by a number of sponsors including in-house training departments, outside consultants, universities, think tanks, and combinations of the aforementioned. Executive development programs also vary in their content, location, instructional / learning methods, participant mix, and a host of other factors. However, executive development programs (as they are defined in this project) have three common elements:

(1) They service only those currently in, or soon to be in, top organizational positions.

(2) They take place outside the routine of the normal "on-the-job" experiences, causing executives to take time away from their normal duties in order to participate.

(3) They utilize a generalist perspective, which operates from the organizational level rather than the more limited, functional perspective operating at the technical level.

In summary then, executive development programs may vary significantly from program to program, but all share the common elements of top level participants, a context outside the normal job, and program content offered from the overall organizational perspective.

In choosing the term "executive development programs" and defining it as above, a traditional distinction between development and education has been maintained. Education programs usually refer to those which culminate in the granting of some type of degree. MBA, MPA, DBA and DPA programs are typical of this genre. They, and the more recent Executive MBA and Executive MPA programs, are not included in this definition of executive programs because many of the students do not occupy top organizational positions and much of the coursework is centered around functional area skills (e.g., accounting and personnel). Therefore, throughout this study, I utilize the distinction between development and education programs that the Academy of Management and many others employ.

The choice of the word "executive" is also purposeful. It is an attempt to signal clearly that the focus of this project is on the development programs which target the people and the work found at the top levels of business, government, and not-for-profit organizations. It is not focused on programs aimed at middle managers, new or potential managers, or first line supervisors. Within the Federal government, for example, executive development programs would refer to those programs presented to the Senior Executive Service (SES) and to potential SES members. This project's use of the word executive is similar to McNulty's (1985) term "top management" and to Kotter's (1982) term "general managers."

Also, the executive development program, for the purposes of this project, must take place outside the routines of the job. Additionally, it must involve a structured encounter with and processing of information which is presented for the purpose of making the participants better executives. This definition encompasses a wide variety of programs ranging from short, in-house managerial skills workshops to extended wilderness adventure activities conducted at remote locations.

The seven focus executive development programs included in this project meet the above definition. They also cover a wide range of diversity within that definition and represent seven distinct identities built upon various leadership concepts and executive behaviors. As mentioned, great variability exists, within the broad field of executive development programs. The project design was completed with this variability in mind.

PROJECT DESIGN

Because of the debased language problem described above, and a general lack of an accepted method of describing and analyzing executive development programs, survey instruments such as questionnaires distributed by mail were inappropriate research tools for this project. Therefore, consistent with Patton (1980) and Babbie (1983), the project design emphasized more open-ended, intensive program site visits on the part of the researcher. The remainder of this section describes this research approach in more detail.

First, what was needed was a framework for describing and analyzing programs and a demonstrated utilization of that framework in a thorough and informative fashion. Therefore, the project design consists of a two-fold task of organizing a "framework of inquiry" and utilizing that framework in studying a limited number of programs. This reliance on an intensive, in-depth study approach was consistent with the level of knowledge of the field. Since the primary objective of the research is to organize and better understand the data associated with executive development programs, rather than to count their relative frequencies, a qualitative research approach was appropriate (Patton, 1980).

The first step in this approach was the literature review, which is described fully in Chapter Two. It not only reinforced the need for the project, but also helped to identify many of the critical factors which go into designing executive development programs. The researcher then began to assemble these factors into a framework which was used to describe and analyze the focus programs. As is the case in research carried out at this early stage of knowledge, the assembly of factors into a final framework was continually modified throughout the project. The literature review provided the substantive point of entry into this entire project; I hope with this present work, the literature of the field has subsequently progressed.

Armed with a tentative framework for inquiry, the next stage of the project was to select the "focus" executive development programs. These programs were to be described and analyzed with the help of the framework, and the findings used to improve the state of knowledge in this area. Accordingly, focus programs were sought which represented some obvious variability in some of the major factors included in the framework. Also, focus programs were to be well-regarded within the field. Finally, the program selection process was influenced by the program spokesperson's willingness to provide the researcher access to the program, and the proximity of the program site to the researcher's home base. The result was the selection of seven varied focus programs on which to use the framework for inquiry. Those seven programs are briefly described next, and more thoroughly discussed in the succeeding chapters.

Naval Aviation Administration

The Executive Leadership & Career Development Seminar is a key executive development program for the Naval Aviation Administration (NAV AIR), which is located in the Department of Defense. Offered at different sites around the country, this program is the official beginning of a multi-year developmental program for selected non-military civil servants of NAV AIR. This five-day program is recognized as one of the most creative programs offered in the Federal government. It serves as an example of a Federal government, non-military officer program which is tightly woven into the cultural fabric of the organization.

Federal Executive Institute

The Federal government's premiere in-house executive development program is managed by the Office of Personnel Management's Federal Executive Institute at its Charlottesville, Virginia facility. This four-week program, called Leadership for a Democratic Society, is offered to senior members of the executive branch of the Federal government, as well as to some executives from foreign governments, and state and local governments. The program, which has been offered for the last 21 years, is now sporting a new look, as is the facility where it is offered. Accordingly, it was the program which appeared to be undergoing the most change during the study period.

Harvard University

The Kennedy School of Government at Harvard University offers a three-week program each summer called "Senior Managers in Government." The entire program takes place on the Harvard campus and has the strongest academic orientation of any of the focus programs. Participants come from the upper reaches of the Federal government policy structure, including senior executive branch civilians and military officers, congressional staffers, foreign government officials, and private sector representatives. The program is well-known throughout the public policy and management community.

U.S. Army War College

The orientation and strategic leadership components of the U.S. Army War College nine-month residential developmental program served as a focus program. During the six-week period of study the emphasis is more on generic leadership principles than on military matters. However, even during this period the military culture is predominant. This is the only focus program where the primary clientele is military officers and where the participants are required to relocate to the War College's facility in Carlisle, Pennsylvania, which serves as home to the program. The War College's role in preparing the senior military officers of the future is so well-known within the military establishment that it has become almost a required career stop for officers coveting a top position.

Center for Creative Leadership

The Leadership Development Program offered by the not-for-profit organization called the Center for Creative Leadership is a five and one-half day program offered at the Center's permanent locations and licensed sites around the world. It is open to executives from all organizations, including businesses, government organizations, and not-for-profits, though business executives make up the largest component of participants. The wide range of participants distinguishes this program among the other focus programs. The Leadership Development Program and other products of the Center, like its management simulation program, Looking Glass, are well-known throughout the field of executive development.

Bell South

Leadership and Values in Action is an executive development program through which Bell South Corporation is attempting to gain competitive advantage in its markets through human resources development. Bell South Corporation, formerly one of the "Baby Bells" which provided telephone service in the southeastern United States, is a world-wide telecommunications corporation. The site location for this five and one-half day program is equally split between a conference/resort center and a rustic wooded setting, both of which are located in south Georgia. The program is the most prominent program of the Bell South Management Institute. Both the program and the Institute are well-known in the human resources development area, and are described in detail in James Bolt's Executive Development: A Strategy for Corporate Competitiveness. The program stands as an example of a corporation's attempt to affect organizational change through an executive development program. Within Bell South, the program is known as "RAMBO."

World Bank

The World Bank's executive development program is centered around insuring that their senior managers have the self-awareness and interpersonal skills to operate effectively in the international culture of the Bank. This 6,500 person organization has a heterogeneous workforce which reflects the 110 member nations that support the World Bank. The program, which is now conducted in conjunction with the Center for Creative Leadership, is distinguished by the amount of time that the participants spend working with the assistance of a video camera.

General Electric's well-known leadership development program, called "Business Management Course" (BMC), is not included in this study. Though secondary sources are plentiful (Noel & Charan, 1988; Bolt, 1988; Barham & Devine, 1990) and the program managers were initially receptive, good quality access allowing full exploration and utilization of the framework was not possible. Without high quality access, the program could not be studied at the level of depth called for in this project. Hence, it was dropped as a possible focus program.

The study of the focus programs was driven by the objective of providing a thorough description and analysis of each program, from which an appreciation for the program's overall identity would emerge. The study of the focus programs included an attempt to utilize all of the available information sources for each program, including concepts in the literature, promotional materials for the program, actual materials used during the program, and secondary source publications about the program. These informational sources were combined with data gathered during the site visits and follow-up efforts, to arrive at the complete descriptions and analyses of the focus programs described in later chapters. The components of the program visits are described below. All seven visits followed this basic format.

Preliminary Discussions

Prior to each focus program site visit, basic information about the research project and the program were exchanged between the researcher and the program sponsor. The intent was to complete the maximum amount of preparation prior to the site visit in order to facilitate the efficiency of the time actually spent on site. Typically, the results of this preparation included development of a list of specific questions for the program sponsor based on the framework and the other information sources. Likewise, the program sponsor typically prepared a briefing package for the researcher which included some or all of the materials used by instructors and participants in the program. Together, they agreed upon an agenda for the period of time involved in the actual program site visit.

Program Site Visits

The researcher traveled to the sites of the focus programs and spent approximately 2 1/2 days studying each program in action. Typically, the itinerary of a site visit went as follows:

Day 1. Met with a spokesperson for the program. Discussed the program offerings in terms of the framework and other information sources. Gained clear understanding of the portion of the program that would be observed during Day 2. Discussed ideas and concepts which emerged from earlier stages of study. Raised any questions/issues which emerged from the preliminary discussions. Spent the afternoon reviewing program materials (e.g., readings, activity descriptions), talking with program administrative staff, and examining the facilities associated with the site and the program.

Day 2. Observed a portion of the executive development program in session, usually for the full day. Remained aware of how the experience of the actual program related to the expectations which were developed from the previous day's findings, and to the ideas and concepts generated from earlier stages of the project. Finally, took note of how this experience related to observing programs at the other focus sites.

Day 3. Met again with the spokesperson and discussed the findings and experiences from the preceding days. Shared observations and raised questions and issues which had surfaced since Day 1, especially those most closely associated with the leadership paradigm of the program. Made arrangements for follow-up.

Each focus program site visit, though similar in overall format, was unique in the specific experiences for the researcher. Advantage was taken of unique opportunities to gain particular insights into the various programs. For example, at many of the programs the researcher talked with the participants, the instructors, and the administrative staffs, in addition to the above-noted formal interviews of the program spokespersons. Often these conversations took place over meals, at social functions, or after a portion of the program ended. The objective for all of these conversations was to further understanding of the program and to better discover the overall program identity, leadership concepts, and / or executive behaviors.

Follow-Up

Between the time of physical departure from the focus program site and writing the final version of this document, follow-up contacts with program spokespersons were necessary. These contacts were used to clarify and verify data which were gathered in the preliminary discussions and site visits and to answer questions which arose during the writing.

The final written products of the program visits appear in Section II of this document (Chapters Three through Nine), where each focus program is described and analyzed in great detail. The framework for inquiry referenced above and shown in Chapter Two not only provided structure for conducting the site visits, but also was used to present the results of those visits in this document. It serves as a useful means for organizing the data and showing the multitude of factors which contribute to giving a program an overall identity. The framework also facilitated a comparative perspective of the programs which draws out the larger lessons of the study. This work appears primarily in Chapter Ten.

Based on the preceding description, it should be clear that the focus programs were central to the qualitative research project. The study of those focus program was grounded in the principles of conducting high quality case studies, as described by Merriam (1988), Yin (1984) and others. Case studies of the focus programs were the most appropriate way to approach the problem of describing and analyzing the programs. However, as mentioned previously, they were not used to evaluate the programs, as that would have required a different set of research questions and a different research methodology.

This description and analysis were greatly facilitated by the use of multiple sources of information and data. For example, with the Bell South program, secondary sources such as Bolt (1989) were most helpful. In the case of the Harvard program, actually sitting with the participants during the leadership presentation proved to be key. And finally, the World Bank program description and analysis was greatly assisted by the in-depth interviews with the program spokesperson. Hence, the success of this research project hinged in part on a willingness to work with a wide range of data sources.

As with any qualitative research, this project had to manage the tension between having some organized, consistent manner of collecting the data and remaining open and flexible so that important patterns and themes regarding the overall program identity could emerge. Toward that end, a "framework for inquiry" consisting of a grouping of factors into the three areas of context, content, and process was utilized. The framework provided both the necessary structure and flexibility for this project. It could also be used in analyzing other existing programs or in designing new ones. It is more fully described in the second half of Chapter 2.

SUMMARY

This introductory chapter has demonstrated the need for the project by briefly showing how, despite the expansion of activity in executive development, the state of conceptual development (as evidenced by the debased language) surrounding this activity is low. Therefore, a research project which could provide meaningful description and analysis of a variety of programs would, it was determined, make a significant contribution. Hence this project was undertaken, utilizing a qualitative research approach which emphasized case studies of seven diverse programs.

CHAPTER TWO

LITERATURE RELEVANT TO THE PROJECT & FRAMEWORK FOR INQUIRY

The objectives for this chapter are twofold. The first is to present a broad review of the literature surrounding executive development programs. It will help to show the various streams of literature which are relevant to executive development programs and more specifically to this project. The second objective is to describe the framework for inquiry utilized throughout this study. Since much of the framework has direct linkage to the literature, both are presented in this chapter. The literature review and the framework lay the foundation for second section of this work, in which the seven focus programs are described and analyzed.

LITERATURE REVIEW

Executive development is an exciting field with contributions being made from a number of different perspectives. The literature relevant to executive development is not centered in any one academic discipline. Rather, it can be found in many areas including public administration and policy, human resources management, training and development, counseling, psychology, industrial psychology, educational psychology, organization behavior, organization development, leadership studies, political science, education, and probably others as well. The result is a substantial volume of written work spread widely across the academic and professional landscape, with no dominant intellectual perspective. When Curtis Ventriss (Ventriss, 1991:8) recently described the field of public administration and policy as "...a disoriented educational octopus with appendages moving in all directions," he could have easily been writing about executive development.

Though the literature relevant to executive development does exhibit great breadth, there are some useful ways to organize it conceptually. The approach taken here is to present significant contributions in three sections. The first section, the longest of the three, examines the literature that focuses on the three primary players in any executive development program: the participants, the organizations for whom the participants work, and the executive development program administrators. The second section looks at some of the relevant learning processes and educational influences. The third and final section briefly describes leadership theory and its influence in executive development programs.

FOCUS ON THE PRIMARY PLAYERS

Participants

The writings concerned primarily with the participants often are written from an academic perspective which centers around the individual, e.g., counseling, psychology. Those which place heavy emphasis on the individual executive development program participant often focus on increasing self-awareness and developing personal action plans for change. Accordingly, providing data to the participants about themselves is at the heart of this stream. Two key themes are prominent here - diagnostic instruments and feedback. Isabel Myers (1962) developed a diagnostic tool based on Carl Jung's work on psychological types in the 1920's which provides the individual with a profile of their personal preferences along four dimensions. Called the Myers

Briggs Type Indicator (MBTI), this diagnostic tool is used to help participants understand their individual preferences and many of their behaviors. Myers and Briggs (1985), Keirsey and Bates (1978), and Kroeger (1988) use the MBTI in their works, and spell out some of the leadership implications of having the various preference types. They also suggest ways of maximizing the strengths and minimizing the weaknesses associated with the various types. Jung's work, and more specifically the MBTI, has had a major influence on executive development, especially the portion of it involving self-awareness.

MBTI is not, however, the only diagnostic used in executive development to improve the participants' self-awareness. Ranging from very simple to very elaborate, a number of tools are aimed at giving individual participants insights about themselves which can help them in their quest to become better executives. Many of these diagnostic tools are grounded in some research, and as such, can be challenged in their application. One of the more interesting cases along this line is the Herrmann Brain Dominance Instrument (HBDI), which is used to show individual differences (e.g., cognitive processing strengths) based on the dominance of the four quadrants of the brain - cerebral left, limbic left, cerebral right, and limbic right. Hines' (1987) article on what he calls "left brain / right brain mythology" is typical of the way in which some diagnostic instruments have been attacked, especially when they are used in a developmental setting. Nevertheless, diagnostic tools such as the MBTI and the HBDI remain prominent features in the world of executive development.

One of the clear limitations of the MBTI, HBDI and many other individual diagnostic tools is that they provide self-reported data. In other words, the information is merely a compilation of what the individual participants have reported about themselves. What happens if others (e.g., co-workers) do not perceive the participants in the same way? Hersey and Blanchard (1973) are the most prominent in the field to address this issue. They developed a diagnostic tool which queries both the individual's self-perception and others' perceptions of the individuals' leadership behaviors in a variety of situations. Entitled LEAD (Leader Effectiveness and Adaptability Description), this diagnostic has two parts, LEAD Self and LEAD Others (Boss, Associate, Follower). In addition to Hershey and Blanchard, a number of authors and programs have developed customized diagnostics for their particular clientele. The Center for Creative Leadership's Leadership Style Indicator (LSI) is a current example (Bailey, 1983).

A second major area of the individual emphasis stream in executive development involves feedback. Feedback in the context of executive development programs generally involves providing participants with information about themselves (e.g., their behaviors on the job or during a structured activity), either by fellow participants or by a professional program staff person. Often the direct observations are coupled with the results of the diagnostics and given to the participants in a complete "data package." The participants are often counseled on how best to act on this data in order to improve as executives. An action plan which spells out those actions is then often prepared.

The concept of feedback has its roots in systems theory where a self-regulating system can be achieved by using feedback to guide adjustment of the system in order to maintain equilibrium and harmony with a changing environment (von Bertalanffy, 1968). Applied to the individual, feedback can provide the necessary information for an individual to improve his or her performance. Kopelman (1982-1983) reviews the literature on feedback and argues that it is an important means of improving productivity because it not only is instructional but also serves as a motivator. Feedback has been studied in a wide variety of settings - in conjunction with goal setting (Eldridge, et al., 1978; Kim, et al., 1976), in the mental health services field (Kreitner, et al., 1977), in the transportation field (Runnion, et al., 1978), in the fast food industry (Komacki, et al., 1980), and in improving safety behavior (Komacki, et al., 1980). In all of these contexts, it has been found to be an effective means of affecting behavioral change. Accordingly, it has become a major topic within this literature stream and has a significant part in many executive development programs.

Kaplan, et al. (1987) make a strong case for the potential of feedback in executive development programs, beyond the benefits of feedback just cited. They argue that many executives, because of their "elevated" organizational positions, get isolated from much of the normal feedback which occurs in organizations (Read, 1962). Accordingly, it is difficult for them to become aware of and act on performance "deficits." When coupled with the tight schedules under which executives live, little time exists for serious contemplation of development needs. In other words, Kaplan, et al. argue that executive development sessions, and especially those with feedback components, have great potential for executives because they provide executives with at least two things not often found in modern organizations - honest individual data, and time to reflect on it.

Organizations

A second stream of literature relevant to executive development is one which emphasizes the organization, or the employer, of the individual participant. This emphasis can take two forms. The first involves an explicit recognition of the importance of organizational factors in defining appropriate executive behavior. The second involves looking at the role executive development programs can play for organizations. Both, however, share the organization as their primary point of focus.

Hershey (1985), Hersey and Blanchard (1988), and Guest, Hersey and Blanchard (1977) provide a conceptual bridge from the individual emphasis to the organizational emphasis. As mentioned above, they have developed an individual diagnostic which provides the participants with information about their leadership "style" preferences. The key components which determine the results of the diagnostic are the amount of attention paid to task accomplishment and to the relationships with those involved in the task. For example, they show participants where their preferences are within four leadership styles:

S1 - Telling (High Task / Low Relationship)
S2 - Selling (High Task / High Relationship)
S3 - Participating (Low Task / High Relationship)
S4 - Delegating (Low Task / Low Relationship)

A range of preferences showing their primary and secondary styles is also provided.

However, the four leadership styles are only part of the story. Hersey and Blanchard say that leadership styles must be viewed in terms of the specific organizational situation. In particular, they argue that organizations have different "readiness levels" and therefore require different leadership styles to be effective. They describe four levels of "follower readiness" (Rl, R2, R3, R4) that range from high to low. The effective leader accurately assesses the organizational situation (readiness level) clearly and employs the appropriate leadership style. The diagnostic attempts to provide the individual participant some information about their ability to successfully match the style to the readiness level through an overall "style adaptability" score.

Hence, in a very real way, Hersey and Blanchard have helped those interested executive development to see the linkage between the individual and the organizational situation.

We turn now from literature that links individuals and organizations to works that center on the organization itself. These fall into two categories. The first category of organization-based literature relevant to executive development comes from the fields of public and business administration, political science, sociology and organization / management consulting. Works on topics such as culture (Deal and Kennedy, 1982; Smircich, 1983; Schein, 1985), power (Kanter, 1979), strategy (Porter, 1980; Hamel and Prahalad, 1989), environment (Thompson, 1967; Wamsley and Zald, 1973), decision making processes (Simon, 1957; Center for Creative Leadership, 1988), organizational development (French et al., 1978; Huse, 1980), ethics (Gutmann and

Thompson, 1984), and total quality management (Deming, 1986; Crosby, 1979) are often the works to which portions of executive development programs are either explicitly or implicitly linked. These intra and inter-organizational dimensions add professional balance to the individual emphasis described above and show how organizational factors can moderate individual personality and leadership style preferences in the specific work environment of the executive. Much of the content of the focus programs described in Section II of this dissertation (Chapters Three through Nine) can be traced back to these organizational concepts.

The second category of organization-oriented literature might be described as offering "What Executive Development Can Do for Your Organization." These works generally focus on the benefits (and costs) to organizations that have active executive development programs. Most prominent in this vein is James Bolt's Executive Development: A Strategy for Corporate Competitiveness (1989). In it, Bolt argues that organizations will face increasingly competitive environments in the future. Further, he says that executive development programs can assist organizations in meeting the challenges of increased competition. In fact, he says that wise organizations are using "tailored" programs to gain competitive advantage (Bolt, 1985).

Bolt (1989) describes six business programs which he says are assisting their organizations to become more competitive. Described as representing the future in executive development, these programs are seen by their sponsoring organizations as a means of developing and executing organizational strategy, rather than developing individuals.

These and other organization programs being used for competitive advantage often share some common objectives, according to Bolt. He describes those objectives as follows (Bolt, 1989:194-197):

* Establishing organizational identity;
* Developing a shared vision and unity of purpose;
* Communicating and implementing corporate strategy;
* Shaping, managing, and modifying (if necessary) organizational culture;
* Developing critical attitudes, knowledge, and skills;
* Identifying and addressing key business issues;
* Building team work and networks;
* Providing a forum for management communication;
* Understanding the need for planning before action; and
* Improving leadership.

Bolt goes on to say that programs successful in improving the organization's competitiveness share nine common characteristics. Those "keys to success" are (Ibid: 199-200):

* Senior management involvement;
* Steering / design committees;
* Thorough research and analysis;
* Customized, innovative, and integrated program design;
* Implementation that fits;
* Real world orientation;
* Top notch faculty;
* Experiential learning with an emphasis on participation; and
* Focus on back home application.

Much of what Bolt writes is agreed upon by others in the field. Luke, writing about Federal government agency executive development programs says "...doing and feedback are in. Lecturing, pontificating, and canned approaches are out" (Luke, 1990:1-3). Ulrich (1989) describes executive development as a "competitive weapon." He too sees the field shifting away from traditional programs to ones which focus on enhancing organizational capabilities. Ulrich says that this shift will involve less "off the shelf programs" which provide information through "parades of stars" (famous persons giving speeches), and more "real time" problem-solving endeavors which not only develop the individual participants but also directly benefit the sponsoring organizations. Like Bolt (1985; 1989), Ulrich sees customized programs with senior management involvement in the design and execution as the major trend of the future.

Beckhard (1982) says that executive development must change to meet the needs of the organizations of the future. Citing Toffler's The Third Wave, he notes that the challenges of the future will be best met by organizations whose executives improve their collaborative problem solving and interpersonal skills rather than those which emphasize rigid hierarchical structures. Accordingly, Beckhard sees executive development as a means of managing change and suggests that executive development professionals may someday fall within a "Department of the Future" along with organization and business planners, organization development specialists, and information system professionals. In agreeing with Bolt (1989) and Ulrich (1989), Beckhard argues that executive development must be more closely tied to other organizational functional efforts, such as human resource management and strategic planning.

Hall (1986) says that the "acid test" for an organization's strategic planning effort will be to successfully link executive development with succession planning. Good succession planning is defined by Hall as a systematic approach of being simultaneously aware of (1) upcoming openings in the organization's executive positions, (2) the future in-house candidates' developmental needs, and (3) acting to fill those needs, prior to the positions becoming vacant. When the organization's strategic objectives are closely linked to the executive positions, the needs of the future executives and the executive development programs, the highest level of succession planning (called strategic development planning) has occurred. Hall says that if organizations can reach this high level of integration among organizational efforts such as succession planning and executive development, they will be most flexible, adaptable, and able to cope with the rapidly changing environments organizations now face.

Successful efforts at executive development are said to bring about many of the organizational benefits mentioned above - increased competitiveness and flexibility, improved ability to manage change, better integration of functional attempts, and others. Lippit (1982) holds out the highest hope for executive development when he describes it as central to "organizational renewal." Hand-in-hand with these theoretical pieces are writings which describe actual case studies. Some of these are described next.

Barratt (1982) describes executive development in the Mobil Oil Corporation where the focus is on solving organizational problems. Here the organization emphasis clearly takes precedence over the individual focus. Mobil, through a detailed analysis process, surfaces organizational problems and assembles teams of employees to solve them. The work they do toward solving the problem constitutes the executive development program. Mobil assumes that in solving the organizations's most pressing problems, its employees will be developing the knowledge, skills, and abilities necessary for it to succeed.

Bolt (1989), in his book on using executive development to gain competitive advantage, describes the programs of seven organizations (one of which, Bell South, is included in this project). Bolt relates their programs to the key organization challenges they face. Specifically, he shows how executive development can be used to manage change, compete globally, operate in a deregulated environment, and become a customer / market driven enterprise. Though in far less detail, Luke (1990) describes the programs at seven federal agencies where organizational issues such as total quality management, technology advances, and others are apparent. Bassin (1988) reports on the General Foods Corporation where the program was driven by the belief that top executives should share a common understanding of and commitment to the corporation's definition of leadership. Finally, Ehrlich (1990) describes a program at Ethicon, Inc., a subsidiary of Johnson and Johnson, which is designed to address the issue of workforce diversity.

Administrators

The third portion of this first section addresses those materials which are written with a special emphasis on the task of administering or conducting executive development programs. Accordingly, the target audience typically is not made up of individual potential participants or chief executive officers looking to improve their organizations. Rather, the audience generally consists of human resource development professionals in organizations, consultants, and university professionals who either administer programs or serve as faculty for them. Because of the university influence, much of this literature is written for the broad area of management development and education. The reader interested primarily in executive development often must read selectively because of the wide perspective of many of these works.

Though most writers in this field agree that more research must be done (Porter and McKibbon, 1988; Saari, et al., 1988), and that program delivery must be improved, a few question the enterprise of management education and development at its most fundamental level. Schein (1989), Stewart (1984), and Hall (1982) all make a similar argument by asking the following question - "Given management is context-specific, integrative in nature, and difficult to describe, how can it be taught?" Hall (1982:46) reports that "Johnson (1969) has likened management education to swimming instruction without water." Stewart (1984) suggests that because executive work is practical, perhaps the field should look at medical training for some guidance. Schein (1989:13), arguing that self-awareness and problem solving abilities are central to executive work, concludes with the following quote - "If schools claim to teach people 'leadership' or 'entrepreneurship' they may be guilty of false advertising, but if they claim to enhance and enrich those people who already have the talent for such roles, they may be doing society a great service."

As Honey (1967) did for the field of public administration, a few writers, such as those noted above, are raising basic questions about the area which surrounds executive development, management education, and development. They point out the difficulties in accurately conceptualizing and describing the field, given the multitude of issues surrounding this important enterprise. We now turn to a different "administrative" literature, that which is aimed at improving the research base and the quality of program delivery. Some of this literature is described next.

Keys and Wolfe (1988) use a three-component typology to describe the field of management education and development. The components are content, experience, and assessment / feedback. They further subdivide content by the level of management (e.g., executive vs. first line) and by methods of content delivery (e.g., lecture, videotape, microcomputers). Experience is divided into cases, business games and simulations, and planned on-the-job learning experiences. Though their work does largely speak to business degree granting programs, there are some aspects of the article related to executive development. Specifically, Keys and Wolfe (1988:221-222) point out that: 1) lifetime learning is essential for individuals and organizations; 2) downsizing in organizations is pushing executive job demands further down into the managerial ranks - creating more candidates for executive development programs; 3) globally-oriented organizations are in need of cross-cultural training; and 4) trends seem to indicate an increase in experiential techniques and high technology-assisted learning experiences (e.g., computer simulations, teleconferencing).

Porter and McKibbon (1988:221-249, passim) report on a three year study they conducted on management education and development which was commissioned by the American Assembly of Collegiate Schools of Business (AACSB) and was financially supported by numerous corporations and foundations. Though much of it is directed toward traditional university degree-granting programs, the study contains some important findings for executive development. First, they report that many executives and human resource managers feel that increasing attention will need to be paid to lifelong learning and executive development simply because the pace of change is so fast. Second, they report that one of the key problems with executive development is accurately assessing needs. They say that needs assessment is much easier at the lower levels of management. Third, they confirm a number of other reported trends, including: 1) leadership skills are thought to be the most important "needs for development" by managers; 2) organizational strategy has become a key element in executive development; 3) executive development is more often conducted by sources outside the organization than by in-house sources (i.e., internal training and development departments), who are more often utilized in training lower level employees; and 4) that most in the field believe that the number of executive development programs will increase over the next 10 year period.

The Porter and McKibbon report leaves no doubt about the magnitude of the challenge of management education and development and more specifically about the challenge of executive development. It also makes clear that effective executive development program delivery will require collaborative work on the part of organizations and their in-house expertise, consultants, and universities. Universities are offered a special challenge to get outside the routine of just re-packaging degree granting program materials for executive development and truly wrestle with meeting the needs of today's and tomorrow's executives.

Porter and McKibbon's recent challenge is not new to universities, but is a recent and powerful reiteration of a recurring theme. Walton (1982) reports on the Wingspread Conference on Lifelong Learning for Managers sponsored by AACSB in that year, and Dymsze (1982) reports on a similar conference held in Paris, co-sponsored by AACSB and the European Foundation for Management Development (EFMED). Throughout the 1980's and into the 1990's, therefore, universities have been challenged to be more effective in executive development. Watson (1988), Shrader (1988), Chenault (1987), and Moore and Zimmerman (1986) all have responded with papers on improving university performance. All four suggest that in many ways universities will have to begin operating in ways very different from how they traditionally manage degree programs.

Below we summarize some of those different behaviors which seem essential to good executive development program management. They are common themes in the papers noted above and are described below.

Longer Term Perspective. Executive development program management goes far beyond the traditional length of the formal course. Executive development program providers should establish longer term relationships with specific industries, organizations, and individuals, thus providing better needs assessment, program design and evaluation opportunities. Providers are then in a better position to help the participants with the transition back into the workplace, and with the so-called "re-entry problem."

Value Executive Development Work by University Faculty Members. Too often, executive development is seen as an "add on" or outside consulting work rather than a valued university contribution like research productivity and teaching in degree programs.

Emphasis on Administrative Support. Executive development programs require a substantial amount of administrative support. Often universities are unwilling to provide the requisite amount of support. As Moore and Zimmerman (1986:1-43) say, "Lacking administrative capacity can kill an otherwise successful program."

Shift in Educational Outlook. Executive development programs in many ways require a 180-degree shift for some universities - from a specialized perspective to a generalized perspective; from theory to practice; from "hard" functional topics such as accounting and personnel to "soft" topics such as creativity, leadership, and listening skills; and from faculty as expert to faculty as "valued guide."

Realization of the Benefits to the Universities. Too often universities see only the costs of programs on faculty and administrative time and energy. Universities need to begin to focus on the many benefits including financial revenues, contacts within the executive ranks, faculty development from interactions with practitioners, potential for applied research, and overall contribution to the community and to society.

Summary

The above discussion of the literature relevant to executive development programs and to this project highlighted the fact that their are three key players in any executive development program - the individual participants, the participants' sponsoring organization(s), and those involved in administering the program. By organizing the literature around those three key players, one begins to see the multitude of perspectives which come to bear on the enterprise of executive development. One also begins to appreciate how it is that though much is written about many aspects of executive development, there really is no overarching conceptual framework for the field. This situation is best described by Saari, et al. (1988:731) when they say,

> "There appears to be an increased recognition of the efficacy of management training and education as strategies to improve organizational effectiveness and competitiveness...Much has been written on techniques for management training and development....Yet little is known regarding what organizations are currently doing in this area and the present issues and trends."

Before we can proceed to our attempt at an overall framework for inquiry, two other literature areas must be examined - learning processes and leadership.

LEARNING PROCESSES

The preceding section showed the many academic disciplines that have influenced writings about the participants, their sponsoring organizations, and program administration. The same disciplinary diversity is found in discussions of what and how participants in executive development programs learn. This section briefly describes some of the major points relevant to learning processes in executive development programs.

Before professionals involved in executive development can even begin to think about reaching an agreed upon set of learning methods, they must first examine some of the learning objectives. Verlander (1988) has shown that many programs have broad phrases as their objectives, such as "broaden perspective," "engender confidence," and "provide a prestigious credential." He then comments, "Not unimportant outcomes, but one wonders if this is enough from an investment of, on average, $20,000 for a four week program (including direct and opportunity costs) (Verlander, 1988:6)." However, to many observers of the subject, these phrases are merely reflective of the ambiguous nature of executive work. As Campbell, et al. (1970) reported, duties at the top are often unspecified because of the "noisy environment" at that level.

Agreement does seem to exist around the notion that because participants in executive development programs are highly experienced adults, traditional didactic pedagogy in the form of "teacher as expert lecturer" and "students as passive recipients of information" is inappropriate. As Bolt, Porter and McKibbon, and others mentioned in first section of this chapter have said, the trend in executive development is clearly away from that approach to learning. What is emerging is an approach Atkinson (1972) would call "response sensitive," in which the program of instruction is responsive to reactions of the participants.

In an effort to account for the special characteristics of executive development program participants and to be more "response sensitive," executive development professionals have adopted the overall umbrella of adult learning theory as developed by Knowles (1984, 1980). Wolf, et al. (1988) and Luke (1990a) are examples of describing executive development programs in terms of adult learning theory. In their description of an executive development program at the U.S. Department of Education, Wolf, et al. highlight the fact that the specific projects undertaken by the participants are proposed by the participants themselves, as are the completion schedules. Trainers assist the participants by giving them feedback and working with them on action plans. All of these aspects are consistent with Knowles' view that participants prefer to set their own learning agendas and are best served by facilitative instructors.

Verlander (1986, 1988) agrees that adult learning approaches are best suited for executive development programs. In his Ph.D. dissertation project he studied the usage levels (frequency of occurrence) of various adult learning practives at university-sponsored executive development programs. In 1988, he summarized his findings in an article showing those practices and their usage levels by the programs in his study. He categorized the practices into four usage levels - no usage, low usage, average usage, and most usage. A summary of his findings, as reported in the 1988 article, is reproduced below.

No Usage

The use of learning contracts between participants, faculty and program administration.

Low Usage

* Fostering self-directedness in the executive learners
* Use of reciprocal learning relationships
* Mutual diagnosis of executive learners' needs, objectives, plans and progress
* Relating learning to participants' personal/professional problems
* Reinforcement of executive learners' self-concept through progressive mastery
* Mutual design and conduct of programs between faculty, learners and program directors

Average Usage

* Use of experiential and participative learning methods, particularly in terms of studying group dynamics in small groups, small group projects and business simulations

* Supportive and responsive learning climates conducive to personal risk taking and change

Most Usage

* Fostering decision making by considering options
* Judgment considering differentiated and integrative strategies
* Problem identification and problem solving

In summary, he found some of the practices of adult learning to be in place, but not all. He recommends that much more effort be put into collaborative design and execution of programs by organizational representatives, university officials and participants. He suggests that such collaborative design efforts could serve as models for the execution and evaluation of the programs.

Within the overall umbrella of adult learning theory, thus, a variety of methods could play a role. Consistent with the notion of fully engaging the participants and taking advantage of their previous experiences and education, many of these methods tend to be interactive and participative. Case studies, small group problem solving sessions, role plays, and simulations are but a few of the terms used to describe various methods. However, as noted in Chapter One, caution should be taken in interpreting exactly what some of these terms mean. For example, simulation can mean everything from the Center for Creative Leadership's "Looking Glass" (which simulates a day in a glass company) to a search and rescue activity called "Rubicon," which is described in Chapter Eight on Bell South's program (Phillips, 1990:1-5).

Many of the methods used in executive development programs have been written about extensively, identifying potential strengths and weaknesses. For example, Argyris (1980) reports that while case studies use actual problems of organizations, and involve the participants in discussions and allow for varying interpretations, they may also block "double loop learning" (Argyris and Shon, 1974, 1978) by not allowing for the analysis of underlying policies, assumptions and goals. This problem of "gliding by" the salient issues can occur because of the detached analysis that cases receive when participants are not actively involved in them.

Experienced-based learning methods (sometimes called experiential learning methods) try to attack the problem of the participants being removed from the action by physically involving them in program activities. Roskin (1984) describes six types of experienced-based learning methods being used in management development today: 1) paper and pencil instruments; 2) unstructured group dynamics; 3) instrumented group dynamics; 4) video feedback; 5) computer augmented feedback; and 6) field experience. Roskin also notes that experienced-based learning methods are most appropriate for skill building objectives.

Finally, much has been written about the physical condition of adult learning and their effect on the learning process (e.g., classroom location and type, class size, composition of class). Long (1987:31) reports on executive development in the wilderness. There, she says, "I found the most powerful tool for developing leaders and teams that I've discovered in over a decade of human resource development / organization development." The outdoor setting helps get participants out of their comfort zones and into a mode which is more open and receptive to new experiences, according to Long. She states further that outdoor activities can be quite powerful because they are graphic, unfamiliar, fun and require touching. This description of the wilderness setting brings out the importance of the physical location of the program.

It is clear, from the above, that executive development programs can and do utilize a wide range of learning methods, though generally guided by the principles of adult learning theory. Regardless of the particular method(s), program managers are encouraged to use every opportunity to draw upon the rich and vast experiences that executive participants bring with them to the program. "Critical incidents" (Early, 1987) and significant "events" (Lean, 1985) in the participants' work experience, when shared with the other participants, can be powerful learning instruments because often they provide a clear link between the content of the program and the real experiences of the executive world. Likewise, critical incidents and significant events which take place during the program can serve to crystalize a major learning experience in the memories of the participants, thereby improving chances for the learning to survive re-entry into the work world.

Though adult learning theory serves as a general guide for executive development, the specific approach is determined by a number of factors, including the objectives of the program and the type of learning sought (e.g., cognitive development, skill building, behavioral change). Another general guide for most executive development programs is the desire to foster sound leadership. Leadership is a central concept to the field of executive development, and one to which we now turn.

LEADERSHIP

Our literature review on leadership will not present a complete discussion of competing leadership theories, which would take a dissertation itself. One only needs to read Bass (1990), Kellerman (1984), and Terry (1990) to realize that there are a multitude of perspectives on the subject of leadership. Our purpose is not to try to make a contribution to that voluminous literature. Rather, our point is that executive development programs have become inexorably linked with the term "leadership," and for us to fully understand executive development programs, some background in the leadership area is appropriate.

Two developments in the literature have served to facilitate the almost unconscious association of the term leadership with executive development programs. The first is the steady decline of the image of the executive neatly working at one level or category in the so-called functions of management. Rather, what emerged was a picture of a more fluid existence in which the divisions between planning and organizing and between finance and operations were more conceptual than real (Mintzberg, 1973; Kotter, 1982). Kotter's work, in particular, was highly influential in constructing the image of the modern executive not as someone who had mastered the knowledge of one or several functional areas, but of a person with a broad-based background within a particular industry who succeeded by effectively utilizing people and resources throughout a network which spanned formal and informal channels. Many of the articles written specifically about executive development make reference to Kotter's work (see, for example, Lean, 1985; Keys and Wolf, 1988).

Along with this emergence of Kotter's image of the executive came an unprecedented interest in leadership. Both in the academic arena and in the practitioner world, leadership became a "hot topic." Burns' Leadership (1978), Peters and Waterman's In Search of Excellence (1982), Rosabeth Moss Kanter's The Change Masters (1983), Bennis and Nanus' Leaders (1985), Kouzes and Posner's The Leadership Challenge (1987), and Naisbitt and Aburdene's Megatrends 2000 (1990) have transcended both the academic and practitioner ranks. This has caused a flurry of activity in both worlds regarding the concept of leadership. Academics have pursued the difference between management and leadership with zeal (see for example Zaleznik, 1977); compared and contrasted transactional leadership with transformational leadership (see for example Kuhnert and Lewis, 1987 and Nicholls, 1988); and even accused the transformational leadership advocates of ignoring important "conservatorship functions" which serve to preserve institutional integrity (Terry, 1989, 1990).

The practitioner ranks too, have been caught up in the leadership movement with popular figures such as Lee Iacocca and Ronald Reagan being praised as leaders rather than good managers. For example, both men were praised for providing vision, sense of purpose, and enthusiasm. Yet neither was exalted for their technical managerial abilities. In fact, Reagan's well-known shortcomings of knowledge in the areas of public administration and policy seemed to be of little significance to the public or to the popular press. Accordingly, aspiring executives received a clear message that "leadership" was the term most often associated with successful executives.

All of the above trends in the literature have affected executive development programs greatly. Leadership development has become the popular synonym for executive development. In fact, Lippitt (1982:35) says, "Management development is a process of growing leadership." Watson (1988) sees leadership education as one of the new visions for university sponsored executive education. A host of executive development programs view themselves, quite simply, as leadership programs (see for example Bassin, 1988, "Developing Executive Leadership: A General Foods Approach"). Stephan, et al. (1988) report on their study of Fortune 500 companies in which leadership was the most frequently chosen topic by respondents to be included in executive development programs.

The reality, then, is that many executive development programs are viewed as leadership programs. Furthermore, the participants in these programs are often coming away from many of them with a dominant leadership concept or prescribed set of executive behaviors. This project is about discovering the overall program identity of seven focus programs through the use of a framework for inquiry. In this discovery process, special attention will be paid to any explicit or implicit leadership concepts or executive behaviors which significantly contribute to the overall program identity.

FRAMEWORK FOR INQUIRY

Our framework for inquiry serves as a means of organizing the multitude of factors which go into the making of an executive development program. Drawn from the far-reaching literature described above and numerous conversations with professionals in the field, it is meant to be comprehensive enough to capture significant factors ranging from the physical location of the program to the assigned readings. While comprehensive, it is also designed to be flexible because certain factors may be significant in some programs but not in others. For example, the reader will see that the physical site of the Naval Aviation Administration (NAVAIR) program played a minor role in conveying an overall program identity, whereas it was much more significant in the Harvard Kennedy School and Bell South programs. Likewise, the observation and reporting format was left flexible to allow for capturing "critical incidents" which would provide particularly strong insights into the overall identities of the focus programs. In summary, the framework should not be viewed as a model in which the factors are merely added together, but should be seen as a way to assemble the relevant factors together so that one can sense the overall identity, or gestalt, of the program.

In studying each of the focus programs, the framework for inquiry was used as a means of organizing the plethora of data that surrounds each program. I made inquiries around each factor during my site visits and in my review of program materials. Depending on the situation, there are a multitude of questions surrounding each factor which could be asked to bring forward important data. However, I do not report in this dissertation on each question pertaining to each factor for each program, as that would be impractical and of little use. Rather, I have attempted to report on those factors which seem to contribute most to the unique identity of a program. Thus, the framework for inquiry provided the structure necessary for this research project, while at the same time allowing the required flexibility to pursue the significant differences found among programs.

The utility of the framework is not limited to this project. Because it serves as a means of organizing critical information about a program, it could be utilized in a number of situations. For example, a professional who is developing an executive development program could use the framework to organize and plan the program. Likewise, an executive who considers attending an executive development program could use the framework to compare and contrast candidate programs. In the truest sense, the framework does facilitate serious inquiry about executive development programs.

The framework is built around three major "areas": context, content, and process. Context refers to the conditions surrounding the program. Content is the actual substance or materials of the program. Process includes the approaches and methods used to bring about learning and development. Within those three areas are a number of potentially critical "factors" which should be examined. Before displaying the actual framework, we briefly discuss those three major areas and some of the important factors of each.

CONTEXT

Context is a broad category of factors which attempts to explain the complete setting in which a program is taking place. It includes outside background factors, such as the physical location of the program, cost, and other programs offered by the program sponsor. It also looks at contextual factors associated with the internal workings of the program, such as program agenda, participant profiles, and faculty credentials. This major area is an attempt to organize the multitude of factors which influence the conditions in which a program exists. The importance of these contextual factors becomes very clear when reading about the focus programs described in Section II of this work, as the reader sees example after example of contextual factors making significant contributions to the overall identity of a program.

One key program factor within the context area is the program objectives. Objectives are considered as part of this area because they help define the setting of the program. While perhaps they should be directly related to the content (or subject matter) of the program, they can and do vary depending on the purpose of the program. For example, it is quite possible for two executive development programs to use the same content (e.g., a case study), but for different objectives or learning purposes. In Section II, the reader will see examples of programs which range from those having many broadly stated objectives to a program having only a few, very specific objectives. It is for this reason that the objectives of a program are included in the context area.

CONTENT

Content factors are those involving the subject matter of the program, and all of the characteristics associated with that matter. What subjects are being covered? How does the subject matter relate to the work of the participants? Are the materials oriented toward the individual, the organization, or the inter-organizational / environmental level? These, and a number of other questions surrounding the program content, are addressed by the factors of this area.

PROCESS

Process refers to an area having to do with how the program content is presented to the participants. These factors help explore such issues as how the program was designed (e.g., needs analysis vs. "off the shelf"), consistency / inconsistency with adult learning theory, learning methods (e.g., case studies, experience-based activities, lectures), use of feedback, and others. Like the context and content areas, process factors can play significant roles in giving a program its particular identity. Also, they can be quite instrumental in advocating behavioral change or reinforcing the status quo. Examples of all of these issues will be encountered in the focus program analyses.

All three areas include a factor called "Explicit or Implicit Leadership Concept of Program (Context, Content, or Process)." This is included in each area to encourage the user of the framework to consider seriously how the overall context, content, or process is consistent or inconsistent with an explicit or implicit leadership concept. For example, if a program had an explicit or implicit commitment to leadership as facilitative behavior, it is important to examine the program's process factors to determine whether the program is modeling that concept of leadership. If it is found that the primary process method is small learning groups with faculty members playing a facilitator (rather than an expert) role, then the researcher would appear to have found some consistencies. The same analysis approach should be used with the context and process areas as well.

As mentioned above, the framework for inquiry is one means of organizing the many pieces of executive development programs. Its uses are certainly not limited to the present study, as systematically arraying context, content, and process factors of programs will have many applications. An outline of the framework follows.

Executive Development Program: Framework for Inquiry

I. Context Factors

A. Program Conditions
   1. Length - residential; commuter
   2. Location
   3. History - current status; likely future
   4. Cost
   5. Enrollment Policy
B. Participants
   1. Number of participants
   2. Positions held by participants
   3. Participants' sponsoring organizations
   4. Role of this program in participants' careers
   5. Value that the participants' organization places on the program
C. Program Administration
   1. Role of in-house, university, contractors
   2. Other programs offered by Administrator
D. Physical Conditions
   1. Classrooms
   2. Sleeping accommodations
   3. Eating facilities
   4. Recreational opportunities
   5. Overall condition of furnishings
   6. Quality and variety of foods

E. Faculty
1. Number
2. Ratio to participants
3. Educational backgrounds
4. Work experience - past and present
5. Knowledge of participants and their sponsoring organizations
6. History of involvement in the program
7. Diversity (e.g., gender, race, backgrounds)
8. Total mix of faculty
9. Time spent integrating their individual parts into the program as a whole

F. Administrative Support Staff
1. Number
2. Availability
3. Knowledge of the participants and their organization(s)
4. Relationships with the faculty and with the participants' organization(s)

G. Program Materials
1. Amount
2. Quality, clarity
3. Distribution efficiency

H. Objectives of the Program
1. Content of objectives
2. Number of objectives
3. Breadth of objectives
4. Objectives <u>not</u> relevant to the program

I. Agenda
1. Typical daily schedule
2. Nighttime sessions
3. "Unstructured" periods
4. Meals, social events, etc.
5. Overall agenda (multi-day)

J. Explicit or Implicit Leadership Concept of Program Context
1. Consistencies
2. Inconsistencies

<u>II. Content Factors</u>

A. Subjects
1. Subject matter covered
2. Length of time spent on various subjects
3. Connections made between and among subjects

B. Relevancy of Program Materials to Participants

C. Use of Diagnostic Instruments
1. Diagnostics used
2. Purpose for use
3. Group's previous experience with diagnostics

D. Content's Consistency with Program Objectives

E. Preparatory Work
    1. Prior to the program
    2. During the program
F. Assigned Readings
    1. Relationship to other program content
    2. Contribution to overall leadership paradigm
G. Features of Program Content
    1. Exclusively work-related
    2. Personal lives included
H. Level of Materials
    1. Individual
    2. Organizational
    3. Inter-organizational / Environmental
I. Change Orientation
    1. Reinforcing status quo
    2. Advocating significant change
    3. Change orientation at the three levels
J. Explicit or Implicit Leadership Concept of Program Content
    1. Consistencies
    2. Inconsistencies

III. PROCESS FACTORS

A. Consistency with Adult Learning Theory
    1. Consistencies
    2. Inconsistencies
B. Design of Program
    1. Needs assessment vs. off the shelf
    2. Players involved in design
C. Faculty
    1. As expert lecturers
    2. As small group facilitators
    3. As individual feedback guides
    4. Participants as faculty
    5. Organizational executives as faculty
    6. Other
D. Methods
    1. Types
    2. Frequency of use
    3. Support of objective accomplishment
    4. Compatibility with context and content factors
E. Attempts to Meet Participants' Individual Needs
    1. Assessments
    2. Individual program of study
    3. Electives
    4. Individual feedback / coaching
    5. Individual development plan
    6. Special re-entry provisions
F. Consistency with Participants' Comfort Zones
    1. Content issues addressed
    2. Roles participants are asked to play
    3. Tasks and physical conditions

4. Other

G. Emphasis of Social and Non-Structured Time
   1. Toward individual reflection, new skill building, and action planning
   2. Toward networking

H. Process Consistency with Program Objectives

I. Evaluation and Feedback Efforts to Improve Program
   1. Short term
   2. Long term

J. Explicit or Implicit Leadership Concept of Program Process
   1. Consistencies
   2. Inconsistencies

In Section II of this dissertation, the seven focus programs are described and analyzed using the framework. The descriptions of the programs represent a recording and an assembly of the data relevant to a particular program. The program analysis portions of the chapters in Section II represent a synthesis of the data, and an attempt to provide insight into how the multitude of factors which make up a program come together to give each program a unique program identity. "Critical incidents" or "significant events" experienced while studying the programs are sometimes reported in both the description and analysis sections in an effort to help illuminate a particularly important characteristic of a program.

Section III of the dissertation describes some of the lessons learned from describing and analyzing the focus programs with the use of the framework for inquiry.

SECTION II

SEVEN FOCUS PROGRAMS AND THEIR OVERALL LEADERSHIP IDENTITIES

CHAPTER THREE

NAV AIR: A MULTI-YEAR DEVELOPMENTAL PARTNERSHIP WITH ITS EMPLOYEES

From July 22-24, 1990, I observed the Executive Leadership and Career Development Seminar sponsored by the Naval Aviation Executive Institute. This five day program represents the first development session for persons recently selected to participate in the NAV AIR's exclusive Senior Executive Management Development Program (SEMDEP). It was held at the Hunt Valley Inn, a Marriott property, located on the outskirts of Baltimore, Maryland.

PROGRAM DESCRIPTION

CONTEXT

NAV AIR is the acronym given to the Naval Aviation Administration, a large organization within the U.S. Department of Defense. Annually, all GS 13-15 employees (pre-executive level) are given a chance to apply for acceptance into SEMDEP. Approximately, 380 applicants (140 from headquarters, 240 from the field) are accepted into this five year developmental program sponsored by the Naval Aviation Executive Institute (NAEI). NAEI manages the SEMDEP and works with the individual participants during the five year period. At the end of the period, if all the developmental objectives have been met, the SEMDEP participant graduates from the program, and is recognized at a formal ceremony.

NAEI, a unit separate and apart from NAV AIR's training group, is responsible for not only managing the SEMDEP, but also offering developmental experiences for the organization's entire pool of executives and pre-executives. Toward that end, NAEI offers four recurring seminars in addition to the Executive Leadership and Career Development seminar that I observed. The others include Washington Arena (a glimpse into the various dimensions and players involved in an identified defense issue), Health & Stress, Politics of National Security, and Contemporary Management Issues & Practices.

The Executive Leadership & Career Development (ELCD) seminar has significance from a number of perspectives. From the participants' vantage point it represents formal acceptance into a group of select employees, who are identified by their organization as having potential to become executives. It also represents an opportunity to take part in activities not generally available to the organization's rank and file employees (e.g., participation in seminars, and in one-on-one relationships with NAV AIR executives serving as formally designated mentors). To NAV AIR it represents an investment in the future leaders of the organization, and a sanctioning of the concepts, ideas, and language put forth during the session. Finally, to the facilitators it represents an opportunity to help the participants prepare themselves to become the successful executives of tomorrow and for NAV AIR to realize a return on its investment.

Four ELCD seminars are held each summer and serve as the beginning of SEMDEP for the pre-executives admitted that year. The ELCD seminar I observed had approximately 30 participants representing a host of professions, (e.g., cost accounting, psychology) and a variety of locations (e.g., Lakehurst, New Jersey, and San Diego, California). Yet they all were NAV AIR civilian employees who had applied for admission and been accepted into SEMDEP. All ELCD seminars utilize the same agenda, facilitators and administrative support staff. The agenda is shown in Figure 1, Appendix.

ELCD began on a Sunday afternoon with a two hour session aimed at building a learning climate. During this time, the group completed introductions of participants, facilitators, administrative staff and observers, took care of "housekeeping" items, developed ground rules for appropriate behaviors, explored expectations for the seminar, previewed the seminar's agenda and explained the seminar's objectives. This session was followed by a group dinner with a distinguished guest speaker and a reception. At the end of Sunday night, the stage was set for the week ahead, which consisted of 4 1/2 days of developmental experiences.

The Hunt Valley Inn is a modern motel / conference center set amidst a number of medium height (3-5 story) office buildings, just off a major interstate highway. It is truly a self-contained training site in that it has a complete array of meeting rooms, sleeping rooms, banquet facilities, audiovisual support items, and recreational support services including swimming pool, exercise room, arcade and lounge. At the time of my visit, participants from four other organizations which were meeting there and other overnight guests contributed to a fairly busy, vibrant atmosphere.

Administrative support for ELCD is jointly provided by NAEI staff and the University of Virginia Office of Conferences and Institutes. NAEI is responsible for working with the participants and their home units to arrange for their participation in the program. NAEI also manages the contract with University of Virginia to handle the arrangements with the facilitators and the training site. Together, NAEI, University of Virginia, and the facilitators jointly determine the ELCD seminar content. Additionally, a board of advisors from within NAV AIR provides overall guidance to SEMDEP and ELCD.

The two facilitators for the program are responsible for the activity which takes place during this five day program, relying heavily on the administrative support staff for assistance on such activities as scoring diagnostic instruments and distributing notebooks. Both facilitators are professional university professors who teach in graduate schools of public administration and policy. Their backgrounds are similar in that they both have strong interests in organization theory, organizational behavior, organization development, and planned change. They have worked together as a team for NAEI for over 10 years and have done extensive consulting work throughout NAV AIR. They are the only facilitators that the participants experience during the entire session (though they do see presenters / speakers at three evening sessions).

Objectives

The stated program objectives are as follows:

(1) Provide a framework for making the transition from technical specialist to executive;

(2) Provide an opportunity for some management skills development;and

(3) Provide a diagnostic profile for each participant which helps them explore where they currently are and where they want to go with respect to being an executive.

Specifically, the content of the session appeared to be sequenced in such a way as to address objective #1 first. The program provides for the construction of two types of understanding for the participants. The first involves a description of what executive work entails while the second explains the administrative processes for becoming an executive in NAV AIR. The former is solidly set in place by the presentation on Monday in which the facilitators illustrate the multiple roles of the executive via reference to Quinn's description of the executive in Beyond Rational Management (Quinn, 1988). In that book, Quinn does a masterful job of explaining that executive work involves far more than simply mastering rational functions of management, such as planning and organizing. He illustrates executive work as involving a number of dimensions, including some which require abilities, such as innovation, which are outside of the traditional, rational functions. This then serves as the model for what an executive is and how the participants should be thinking about executive work.

The administrative processes for making the transition from technical specialist to executive are also explained early in the program. Different aspects of the administrative processes are made clearer through the Sunday afternoon session, presentations on history of the course and the NAEI presentation. The participants quickly become aware of the administrative mechanisms (e.g., individual development plans, mentors, coaching for managers) that exists within NAV AIR to assist the participants with their transition. The result is that early into the program all participants are provided with a conceptual picture of what they are working to become and a description of the resources available to help them achieve this transition.

After objective #1 is accomplished, objective #2 and objective #3 are simultaneously addressed in the program. Objective #3 (developing a diagnostic profile) is achieved through the scoring of diagnostic instruments, individual reflective periods, group work and peer feedback. Objective #2 (skill building) is accomplished through behavior modeling activities in sessions on situational leadership skills, confronting problem employees, and through the giving and receiving of feedback in the group activities.

CONTENT

As described above, ELCD's content is geared around accomplishing the objectives of the course. This section presents a more detailed look at the subject matters covered, the theoretical or conceptual work behind the content, and the sequencing of the materials.

Monday morning is the first introduction of true course content. Through lecture and a video, the facilitators try to bring the group to a common understanding of the history of management and how ELCD fits into the larger theoretical approaches surrounding the topics of leadership and management, the role of the executive, and planned change. Basically, they explain that the program is based on a belief that is part of a new paradigm of management, one that says people are a resource (not a problem) and that the job of management is not to devise the perfect system for controlling them, rather it is to empower them to be constantly improving the organization. To do this kind of work requires executives who are whole people or developed in a number of dimensions. The challenge for the participants is to become those "whole people" executives of the future.

Once this picture of the multi-dimensional executive is established as a common starting point, then the facilitators work to show the relevancy to the NAV AIR organization. Specifically, through reference to Total Quality Management (TQM) efforts underway in NAV AIR, descriptions of other consulting projects on which they are working in NAV AIR and through class discussion, the facilitators link their concept of the executive to the real world of the participants. By lunchtime on Monday, the facilitators and participants all share a common understanding of the executive and of how this is relevant within their organization, NAV AIR.

Monday afternoon, the emphasis shifts to using diagnostic tools to improve the understanding of one's self and ultimately toward building a plan of growth, development and change for each participant. The diagnostic tools used to develop the profiles include two from Quinn's book (self assessment and feedback form), the Hersey Blanchard Lead Self & Lead Others, and the Myers Briggs Type Indicator (MBTI). The results of all are plotted on a single form in different colored inks by the participants on Monday. The result is an initial individual profile that they use to help learn more about themselves and about the dimensions of being an executive. At the end of the week, they will reflect upon what they have experienced (e.g., through presentations, group activities, peer feedback) and construct a final diagnostic profile which will greatly influence their individual development plans.

In the middle part of the seminar (Tuesday and Wednesday morning), the content centers around the work of Hersey and Blanchard and their discussion of the task / relationship aspects of leadership. The dimensions of high task / low relationship (telling), high task / high relationship (selling), low task / low relationship (participating), and low task / low relationship (delegating), and their associated times of deployment (readiness levels) are explored. Also explored are the skills associated with confronting difficult employees. Videotaped role plays and actual group practice sessions underscore the skill development aspect of this portion of the program. The participants quickly learn that there is a large difference between conceptually understanding how to confront a difficult employee and being able to actually do it.

The third section of the program attempts to give the participants insight into the effects four organizational factors can have on the executive perspective. The four factors are: (1) organizational structure; (2) organizational culture; (3) power, politics, and the environment; and (4) change. This section is based on the belief that changes in any one of those factors can change the perspective of the executive. The purpose of this section is to have the participants appreciate and actually experience these effects on perspective. This section is supported by writings which are quite varied (e.g., Getting to Yes by Uri & Fisher, Influence by Robert B. Cialdini, "The Language of Organizations: The Case of the Navy" by Roger Evered, and A Gestalt Primer by J. William Pfeffer & Judith Pfeffer).

The final section of the seminar attempts simultaneously to bring closure to the ELCD and to serve as a beginning for the other activities involved in the SEMDEP. Toward that end, the reception / dinner Thursday night celebrates the accomplishments of the week and allows participants the opportunity to develop the continuation of their network throughout the years ahead. Similarly, the Friday morning session consists of finalizing their individual development plans and looking at those plans in terms of the principles of change and in the context of public management. The only new theoretical or conceptual materials introduced for this section is an article on the vocation of public management by Seymour B. Sarason, "And What is the Public Interest?"

PROCESS

ELCD's process for development uses a number of methods in attempting to get the participants to engage the course content. The opening session on Sunday afternoon signaled clearly to the participants that the process would include more than lectures and note taking. For example, the leaders of the seminar called themselves facilitators, not teachers or instructors. Groundrules for the session were developed by small groups of participants putting on skits entitled, "How to Prevent Learning from Occurring at this Seminar." Similarly, the facilitators introduced themselves by asking the group, "What would you like to know about us?" and then by responding to the questions of the participants, rather than by describing their professional accomplishments or by handing out copies of their resumes.

The other sections of the course all utilize a consistent process to convey the information. It basically consists of three sequential steps: (1) presentation of central themes; (2) activity related to the themes; and (3) relating the materials to the participants' work world.

Presentation of Central Themes

This step most closely resembles the traditional one-way presentation of materials from an expert source (e.g., the facilitator) to the participants. For example, one or both of the facilitators give a lecture or make a presentation on such topics as the Myers Briggs Type Indicator or Organizational Culture. For other topics, such as History of Management, and Confronting Problem Employees, videotapes are used. Regardless of the medium, the intent is always to help the group develop some basic cognitive development around a key topic. Though some discussion may be a part of or immediately follow this phase, it is primarily on one-way presentation of materials for the purpose of establishing a base level of understanding about a critical topic.

Activity Related to the Themes

The second step in the seminar's process generally involves an activity related to the topic or key themes of the presentation. The focus of the activity varies in the different sections of the seminar, but always serves the same purpose of reinforcing the content of the presentation and allowing the participants to work with that content in a task or activity centered experience.

The most frequently used activity form in the ELCD seminar is the group activity. The participants are divided into small groups (usually five or six members) and asked to complete an activity or task, designed to help them experience some of the key concepts or themes from the presentation. For example, after the presentation on Myers Briggs Types & Teamwork, the participants are broken into small groups consisting of participants with similar types. They are then asked, as a group, to construct a paper airplane according to some written instructions. Following the "flying of the planes," the participants talk about the process that their group used and discuss the effect of Myers Briggs type on teamwork and group process.

The small groups engage in a role play activity involving a supervisor and a subordinate after viewing a videotaped presentation on Confronting Problem Employees. Similarly, the lectures on organizational structure, and on power, politics, and the environment are followed by group activities designed to enable the participants to experience the feelings associated with those two key organizational concepts. In the former, the groups carry out a task under different organizational structures (e.g., traditional hierarchy, matrix) and then discuss the experiences relevant to each. In the latter, the groups play a card game designed to allow them to experience the feelings associated with having power and with others having power.

Finally, some presentations are followed by activities that do not involve small group task completion or role plays. For example, the videotape on the History of Management was followed by a class critique. The initial presentation on the diagnostics was followed by having individual participants plot the diagnostic results on graph paper. The presentation on organizational culture was followed by completion of culture audits. Yet, despite the differences in activity form, all of these activities serve the same purpose of enabling the participants to interact with the key concepts of the presentation in a task or activity-based way.

Relating Themes to the Real World

The third and final step in ELCD's process for most sections of the seminar is for the participants to relate the content themes heard in the presentations and experienced in the activities to their day-to-day work world. Group discussion is often the vehicle used to help make this transition. For example, after the airplane activity, the entire group discussed the differences in the smaller work groups composed of different MBTI types. A number of participants shared stories from their home units about the effects various types of supervisors and co-workers have had on them and on their unit. Likewise, the completion of the final diagnostic profile and starting work on developing an individual development plan serve to quickly focus the materials of the seminar on their individual work situations.

PROGRAM ANALYSIS

Let us now analyze the ELCD program just described, along the dimensions of context, content, and process. Our purpose will be to explore some of the assumptions of the program and to identify which factors come together to give ELCD a distinctive identity.

CONTEXT

Program Location

ELCD's location within the NAV AIR organizational context contributes to the seminar's reputation as being something special. Because it is a part of SEMDEP, managed by NAEI (and not the Training Department), selective in its admissions and supported by the top officials of NAV AIR, participants view ELCD as a very desirable seminar in which to participate. Accordingly, they typically arrive on the first day with high expectations. In fact, during the opening session on Sunday night, the results of a participants' expectations activity showed that on a scale of 1-7 (one being the lowest, seven being the highest), over 80 per cent said that their expectations were either a 6 or a 7. Additionally, participants reported that ELCD and SEMDEP have good reputations through the informal networks of employees within NAV AIR. Hence, the ELCD organizational context seems to support its positive image within NAV AIR.

Ironically, ELCD's organizational context also might serve to make it appear to be more of an organization-specific program than it really is. Because it is part of a formal program, SEMDEP (a five year program) and is closely linked to career objectives within NAV AIR, a casual observer could assume that the seminar would only be useful for NAV AIR employees. Yet, a closer look at the objectives, content, and process which are described above reveal a program with much wider application.

ELCD's organizational context also reveals some assumptions on the part of the sponsoring organization, NAV AIR, that could be summed up as "we grow our own." As noted above, the selectees are considered pre-executives, coming from the ranks of GS 13-15, and are embarking on a five year developmental program sponsored by NAV AIR. This large commitment of time and resources toward the development of these upper middle grade employees seems to reveal a number of assumptions including the following: (1) a long-term structured program is a viable way of developing executives; (2) participants in ELCD will make a career in NAV AIR; and (3) NAV AIR's executive cadre of the future will continue to come from the ranks. These assumptions support two controversial notions. The first is one of organizational loyalty and promoting from within. The second implies support for public service as a career.

Other Contextual Factors

Participants. By mixing participants from various professions and geographic regions, NAV AIR has implicitly encouraged a new professional communication network which will transcend traditional occupation and location communication lines. Based merely on the ELCD/SEMDEP experience, many of the participants will have information available to them that they would otherwise have not. Likewise, NAEI will have the opportunity to utilize this network, in the future, perhaps as an alumni association, to support its objectives.

Facilities. The Hunt Valley Inn met all of the specific physical needs of the program in terms of the seminar activities - food, lodging, and leisure pursuits. Additionally, the management was flexible and helped arrange a barbecue dinner around the pool on Thursday evening.

Because of the above and the quality and condition of the entire property, NAV AIR sent a signal to the participants that they thought enough of them and of their potential, so as to hold the seminar at a nice location.

On the other hand, the site did little to highlight the uniqueness of ELCD or to provide any reinforcement for NAV AIR organizational culture or values. Simply being listed on the video monitor as one more meeting or training sessions at the site could have the effect of moderating the potential impact this seminar might have on the participants.

Facilitators. The facilitators simultaneously represented something familiar and something new, thereby establishing an acceptable environment for a participant to venture into a new cognitive and behavioral realm. Because of the facilitators' previous experience with NAV AIR and eleven year history with the program, they immediately had a familiarity not only with the NAV AIR organization as a whole, but with many of the field locations as well. This was reinforced by their familiarity with the organizations' norms, behaviors, language, facilities, and leaders. Yet they also maintained their status as outsiders by describing themselves as full-time university professors and by speaking freely of their experiences in other organizations and in other countries around the world. Finally, because the facilitators are a man/woman team, and exhibit varying degrees of behavior commonly associated with extroversion/introversion, they present diversity as a faculty team.

Administrative Support Staff. As described above, the administrative staffing for ELCD comes from two sources - NAEI and University of Virginia. The NAEI representative was present from Sunday afternoon through Tuesday at noon. The University of Virginia representative was there for the entire program. The result is that the participants always have at least one resource person to contact regarding ELCD administrative issues and for two and one-half days have a representative to contact regarding issues related to NAV AIR and SEMDEP. All parties agreed that it would be desirable to have the NAV AIR representative present for the entire program, available to answer questions and to provide continuous NAV AIR visibility. This would seem to particularly important in this program, as the administrative processes surrounding SEMDEP appeared to be quite complicated. In fact, one participant told the researcher that he knew of NAV AIR employees who did not apply for the program because the application procedure was so lengthy and complicated.

Objectives

Please recall from the description section that the stated program objectives are aimed at helping the participants make the transition from technical specialist to executive; providing an opportunity for some management skills development; and, providing a diagnostic profile for each participant. These objectives spell out some interesting assumptions which help give ELCD a clear program identity. The first indicates that the role of the executive, as seen by this program, is different from that of a technical specialist. It also implies that the program is designed for persons soon to be in executive positions and not for persons who already are executives.

The second objective clearly states that the program will "provide an opportunity for some management skill development." From this, one can see that skill development will be a part of the seminar, but not its central core. Also, the phrase "provide an opportunity" indicates that the program will not be "competency-based," requiring a demonstration of skill proficiencies at a certain level as part of the seminar.

Finally, the third objective underscores two important beliefs of the program. First, through diagnostic instruments, individuals can get an accurate reading of their behaviors and skills which relate to being an executive. Second, the individual (armed with this self-reading or profile), can design and execute a plan of development which will change him/her in such a way as to improve their executive capabilities.

Summary of Contextual Analysis

Analysis of the context of ELCD has revealed a seminar which clearly is part of a larger organizational effort to develop promising upper middle level technicians into executives. Linkages to the other SEMDEP components (e.g., other seminars, individual development plans, mentors) plus the good quality facilities, consistency in facilitators, and administrative support staff indicate NAV AIR's strong belief in using an integrated developmental program to "grow their own" executives. The objectives indicate that the best way to start this growth process is by clearly presenting NAV AIR's view of the executive, helping the participants understand their strengths and weaknesses with respect to the dimensions of being an executive, and in assisting the participants in their personal growth and development strategies.

CONTENT

ELCD's content reveals much about NAV AIR's prescriptive view of an executive behavior and about its beliefs in leadership. Simply put, ELCD's executive is Robert Quinn's executive. Beyond Rational Management serves as the overall theoretical guide to the session. One may or may not agree with Quinn's (and NAV AIR's) notion of the executive, but one would have difficulty in saying that ELCD is unclear in its portrayal of their view of an effective executive.

The content of the seminar also reflects the program's belief that the individual must be aware of himself/herself in terms of the many dimensions of being an executive. Similarly, the content demonstrates the belief that the executive should be keenly aware of the effect four organizational factors have on the executive perspective - structure, culture, power/politics/environment, and change. Toward these ends, a priority is placed on developing a personal inventory and on trying to have the participants experience the conflicting and often contradictory values which underlie the dimensions of the executive.

Through the Myers/Briggs Type Indicator and Hersey Blanchard activities, the participants begin to see the complexity of their own preferences and the strengths and liabilities that their type brings to executive work. Similarly, because the program explores its central themes at the value level, participants get an opportunity to explore the multitude of values which support the various roles of the executive. For example, the content of the program makes clear that in adopting Quinn's multi-dimensional model of the executive, one is simultaneously embracing the value of using the system (coordinator) and the value of going outside or around the system (innovator). The participants not only are made aware of the values which underlie executive work, but are able to check them against their own value preferences which are made more clear by the diagnostic activities.

ELCD program content is an interesting weaving of individual level focus efforts with organizational level focus. In some instances, such as MBTI or the skills sessions, the focus is clearly on the individual - enhancing the knowledge and / or skills of the individual participants. Yet, other parts of the program (e.g., discussions on NAV AIR's T.Q.M. efforts or completing the organizational culture audit), the focus is on the organizational level. However, most of the program centers around a simultaneous attention to both levels. For example, in the sessions on organizational structure, organization culture, and power / politics / environment, the program attempts to integrate the two levels of focus by having individual participants actually feel or experience the importance of those organizational level concepts.

Finally, the content of ELCD also reveals the program's belief that the individual is capable of and responsible for growing, developing, and changing into an effective executive. Though the facilitators are available to answer questions, and the other participants may offer feedback, the individual remains the expert on his/her current status and on his/her developmental needs. This differs dramatically from programs where the facilitator plays a stronger role in diagnosing the individual's strengths and weaknesses and in coaching them on a development plan. This approach seems particularly important in this program setting, where the administrative apparatus and program guidelines appear to be so detailed. The participants are sent a message that despite the complexity of the system, they are the ones responsible for their continued development.

PROCESS

The three-step ELCD process of presenting a central theme (e.g., the importance of organizational structure on the executive perspective), completing an activity related to the theme (e.g., carrying out the same task under different small group structures), and relating it to the real world (e.g., participants reflecting on the organizational structure in their home work units) allows the participants to engage the content subject matter at a cognitive level and at an experiential level, then to relate it to their work world. For example, the program presents a working definition of organization culture as "a series of projections which reflect the underlying level of development of its members." Following this presentation, the participants fill out cultural audits of their organizations. Finally, they reflect on what this means about the organizational cultures in which they work and what values underlie their cultures. The materials, through cognitive and experiential methods, provide the deepest level of learning and the best basis on which to begin a change strategy.

Use of the group activity, in addition to being a means of experiencing the content, accomplishes other program objectives as well. First, it gets the participants accustomed to working in small groups and in a sense models the peer networks that NAEI hopes to facilitate. Second, it serves as a vehicle for the management skill development objective, when participants role play and give each other feedback. Finally, it reduces the participants' reliance on the facilitators as experts and encourages the participants to learn from each other, consistent with adult learning theory.

SUMMARY

ELCD is a highly structured seminar which serves as the first experience in NAV AIR's elite SEMDEP program. It is highly structured in that all participants go though the exact same experiences with the same facilitators and usually in the same facility. All ELCD participants leave the program with the same theoretical model of the executive and description of administrative tools available to help them become an executive. When coupled with the organization's coaching program for managers and meetings with mentors, the result is a tightly organized program.

Interestingly, and perhaps ironically, the basis for this highly structured ELCD program is that of individual differences. Though all participants take part in all of the same components of ELCD, the results for each of them should and will be different, as will their development plans. In other words, while this session is tightly structured to get across the idea of the executive as a whole person, it realizes that the route to being an effective executive is different for all people.

CHAPTER FOUR

FEDERAL EXECUTIVE INSTITUTE: TOUCHING ALL BASES WITH THE FEDERAL ESTABLISHMENT

On February 9, 1990, I spent the day at the Federal Executive Institute in Charlottesville, Virginia touring the facilities and learning about the "Leadership for a Democratic Society" program (LDS). From August 19-21, 1990, I observed LDS program #170 in action. Like the other focus sites in this study, I timed my visit to coincide with the beginning of the program.

PROGRAM DESCRIPTION

CONTEXT

This four week program has been a staple in the array of executive development options for senior members of the executive branch of the federal government for the last 21 years. Over the last five years, the program and many of its context, content, and process factors have undergone significant changes, giving it a different feel from its early years. Yet its role as a component of the executive development scheme for the federal executive cadre has remained constant.

Program #170, which I observed, had 70 participants consisting mainly of U.S. federal government managers in the executive branch, a few senior managers from state and local government (all from South Carolina), and a few senior officials from foreign governments. Of the U.S. federal executives, the majority was composed of GS level 15's, and were SES candidates. For many in the U.S. federal government, participation in this program is a key part of their personal development plans, and for some, a required part of their Senior

Executive Service candidate development plans. The foreign and state/local government representatives' reasons for being in the program varied depending on the individual case. Yet for all participants, enrollment in a four week residential program represents a major commitment on the part of themselves and the organizations where they work.

LDS is offered only at the Federal Executive Institute (FEI) in Charlottesville. FEI Washington, DC and the other federal government development centers do not offer LDS. FEI Charlottesville is set at the site of the former Jefferson Inn, a luxury hotel built in 1953, approximately two miles from the University of Virginia campus. FEI provides all resident services to its LDS participants in its self-contained facility in the heart of Charlottesville. There, it fulfills the original intent of the executive order which created FEI of providing a development/conference site for the federal government which is close to Washington, DC, and also is in close proximity to a major university (the University of Virginia). The FEI Charlottesville campus consists of administrative offices, faculty offices, one large assembly room, many small classrooms, a dining room, associated kitchen facilities, individual sleeping rooms, a computer lab and numerous recreational facilities including an outdoor swimming pool.

FEI will offer the LDS program nine times during the 1991 federal fiscal year, thereby fully occupying the facility for 36 weeks of the year. During the remainder of the year, FEI offers LDS Alumni Follow-up Programs (2 weeks). It also serves as a site for meetings and conferences for agencies such as Health and Human Services and the U.S.

Forest Service, who utilized the resources of FEI during FY 1990. Finally, FEI also offers a number of seminars and programs in the Washington, DC area which are separate from those offered in Charlottesville. However, it is clear that the LDS program constitutes the major effort the Institute.

As mentioned above, I observed the beginning of the LDS program #170. During that observation period, I experienced the orientation activities as well as some of the program sessions. The orientation activities took place in a large group setting with all participants and facilitators present. As a part of the introductions, each person in the room was asked to introduce himself/herself, giving only name, organization, place of birth, and favorite hobby. Meetings of the eight learning development teams consist of approximately 4 participants and a facilitator. In this small group setting, more in-depth self-introductions were done.

The faculty for the program includes full-time FEI employees, federal government employees on a detail assignment ("detailers") to FEI, and outside contractors. For program #170, the breakdown was 4 FEI faculty, 2 detailers, and 23 outside contractors. Of the 23 contractors, four are on the faculty of nearby University of Virginia. The overall program coordinator for program #170 was an outside contractor. This faculty team reports to FEI's executive cadre, consisting of the Director, the Assistant Director for Academic Programs, and the Assistant Director for Management.

LDS is also supported by a staff of administrative, housekeeping, food service and maintenance personnel. In his remarks to the participants, the Director noted that the support staff included about 27 FEI FTEs. Much of the housekeeping and maintenance work is done through a cooperative work agreement with a sheltered workshop, thereby utilizing the skills of the mentally handicapped.

Renovation efforts were visible across the FEI facilities and grounds, as improvements continue to be done. At the time of my site visit, 20 of the sleeping rooms were being renovated, resulting in 20 of the participants being housed at a nearby hotel. Recently, the administrative and faculty offices had been renovated as had a number of outdoor features, such as the landscaping. Renovations will continue, with 1991 being the scheduled time to renovate the exercise and fitness facilities. The result of the renovations will be to maintain the general layout of the property while at the same time upgrading and modernizing the features of the facility.

Objectives

The objectives of LDS are explicitly spelled out in the program #170 guide. Below is a summary the description of the objectives and goals.

Objective

The overall objective is to assist agencies in the development of their career executive corps, linking individual development to improved agency performance.

Component Goals

1. Develop a more complete understanding of and appreciation for the constitutional basis of American governance.

2. Identify foundations of the public service culture and the values inherent to it.
3. Identify critical dimensions of the career executive role and strategies for effective performance of the role.
4. Develop increased awareness of the dynamics surrounding contemporary policy issues and problems through presentations and meetings with senior government officials.
5. Develop supportive networks of expertise and advice through the cross-functional and cross-agency mix of program participants.
6. Identify optimal individual performance goals, objectives, and developmental needs through diagnosis and performance assessments.
7. Enhance work team effectiveness, group performance, and group leadership capabilities.
8. Improve individual readiness to exercise executive responsibilities through individual health, wellness, and financial assessment and counseling.

The agenda for the four week program is reproduced as Figure 2. In week one, "the program is oriented toward climate setting and the assessment of individual learning needs." For weeks two and three, the participants select one elective course each week which best meets their individual learning needs and devoting 20-25 hours to it. The remainder of the time in these weeks is spent on attending executive forums, hearing special speakers, and engaging in wellness activities. During week four, participants choose one less intensive course and spend the remainder of the time on "synthesis and planning."

The four week program is built around a daily schedule which involves structured work activities from 8:15 a.m. to 12:00 noon, lunch and unstructured time from 12:00 noon to 3:00 p.m., structured work activities from 3:00 p.m. to 5:30 pm, dinner from 6:00 pm to 7:00 pm and a structured evening program period from 7:30 pm to 9:00 pm. Evening programs took place on thirteen evenings during the four week period. Most of the Saturdays and Sundays during program #170 were free.

CONTENT

We now take a more detailed look at the subject matters covered, the theoretical or conceptual work behind the content, and the sequencing of the materials.

Week one of the LDS introduces the participants to two major themes: the importance of self-awareness, and the constitutional framework of the federal government. The self-awareness component take the form of physical and psychological assessments aimed at helping each participant become aware of his/her uniqueness as an individual and his/her associated strengths and weaknesses. The physical assessment takes the form of a health risk appraisal and a blood analysis. The psychological inquiry is done through the use of the Myers-Briggs Type Indicator (MBTI), LEADOUT (a management simulation licensed by the Center for Creative Leadership), a values clarification activity and a peer feedback activity. The results of all of these self-analysis tools are intended to aid in identifying growth and development needs which can be acted upon in weeks 2-4 and after the program.

The constitutional framework is the second major area of emphasis in week one. Readings, lectures, and field trips to historic sites around Charlottesville (e.g., Monticello, the home of Thomas Jefferson) all attempt to contribute to what FEI calls "elements of Contemporary Public Service." These elements are constitutional literacy, ethics, professional responsiveness, accountability, and excellence and quality. Each participant is given a constitutional readings booklet containing 19 selections ranging from Federalist Papers #7,8, and 10 to pieces from de Tocqueville's Democracy and Locke's Of Civil Government.

The content of weeks two, three and four shifts the focus to the four other elements of contemporary public service during the morning, late afternoon, and evening work sessions. Here, participants choose from a series of elective courses (shown in Figure 2, Appendix), listen to presentations, participate in forums, and work in group activities. Program #170 participants heard remarks by Constance K. McLindon, Director of Information Systems, National Science Foundation, Executive in Residence at FEI, and Constance Newman, Director of the Office of Personnel Management. They also listened to presentations on stress management, the Senior Executive Service, the media, stakeholders in the federal system, changing workforce demographics, personal financial management, the changing face of Europe, managing for quality in the public service environment, and wellness in the workplace. During the 12:00 noon to 3:00 pm period, numerous individual health and fitness program offerings took place. They included a walking club, aerobics, physician consultations, and smoking cessation and muscle toning classes.

The elective course load in week four is reduced from that in weeks two and three. The available time is used for the participants to synthesize the learning experiences of the session and to plan for "re-entry" back into their home and work lives. Figures 3 and 4 (Appendix) are reproduced from FEI's curriculum overview as a means of illustrating the relationships among the program content areas. Figure 3 shows the five theme tracks of LDS and how electives given at the environment (interorganization), organization, and individual levels support those tracks. Figure 4 attempts to show how the program components substantively integrate individual capabilities with organizational performance.

PROCESS

The LDS program book describes this four week program as being grounded in the principles of adult learning as articulated by Malcolm Knowles. The program book explains that this approach of "andragogy" (as opposed to pedagogy) embraces two key principles. First, the learning environment should be "...characterized by a climate of mutual respect, collaboration, mutual trust, supportiveness, openness, and authenticity..." as opposed to the more competitive, less trusting and open world of the federal government executive. Second, "adults must take responsibility for their own learning," thereby putting the participants and the faculty in less of a traditional teacher/student relationship and more into the role of learning facilitator. A number of methodologies ranging from performance-based assessment instruments to field trips are listed as supporting the learning process at LDS. They are shown in Figure 5 (Appendix), supporting the five content themes.

At the orientation session offered by the FEI Director participants were told that their time would be spent in the following learning environments: elective classes (25 per cent), executive forums (11 per cent), learning development teams (10 per cent), plenary sessions (7 per cent), and meals/socials (29 per cent). Learning development teams are emphasized early in the program (week one), while elective classes dominate weeks two and three. Week three is a mixture of environments as both elective classes and LDT's meet. A few of the better attended learning environments follow.

Other Process Factors

Elective Classes. Constituting a full 25 per cent of the time spent in LDS at FEI, elective classes are looked to as a major opportunity for participants to learn. Participants select one of four elective courses offered in weeks two, three, and four. As mentioned earlier, these selections are based on individual learning needs. Elective courses play a major role in providing much of the content regarding the four core elements (shown in Figure 4). Electives are also intended to present a larger (e.g., organization, interorganization) perspective than the more individually focused activities of week one.

Executive Forums. These consist of 11 per cent of the program time . During these periods participants present situations from their work lives. Other participants listen and react to the presentation much the way a class works on a case study. The hope is that because the "case" is real and comes from the experience of a participant, the learning that takes place from the presentations and discussion will be particularly meaningful.

Learning Development Teams (LDTs). Eight groups of approximately nine participants and a facilitator meet for 10 per cent of the period. These groups, such as the one I observed, are utilized to provide an opportunity for the participants to further explore themselves and the course material from an individual perspective rather than the organizational or interorganizational perspective. In the LDTs the results of the psychological analyses are explored, as are the other feedback activities. Also in the LDT learning environment, the final wrap-up and evaluation takes place.

Plenary Sessions. Full group or plenary sessions occupy only 7 per cent of the program time. Here the primary learning method is lecture or presentation. Examples include welcome and orientation activities, the presentations by OPM Director Newman, a lecture on the Constitution, and a workshop on the MBTI.

Meal and Socials. Meals and socials account for 29 per cent of the four week period. This activity includes the three meals each day and the FEI standard social period from 5:30 pm to 6:00 pm. It also includes a picnic and field trips to points of historic significance.

Interspersed throughout all of the above learning environments are all of the other methodologies listed on Figure 5 (Appendix). They include reading assignments, work simulations, situation problem solving, computer-aided learning and individual research.

PROGRAM ANALYSIS

This section will use the observations of the preceding section and explore some of the program's implicit and explicit beliefs about executives and leadership. Through the analysis, a clearer, more coherent picture of LDS should emerge.

CONTEXT

Program Location

Upon visiting the LDS program at FEI in Charlottesville, one quickly realizes that the preeminent executive development program offered within the Federal government is being observed. Over its 21-year history, a tremendous number of senior executive branch personnel have participated in LDS. This large number of alumni, many of whom are active in the FEI alumni association, coupled with FEI's location in the Office of Personnel Management and its close association with the Senior Executive Service, make it very much an "insiders" program. This was underscored by the fact that while I was observing program #170, a special task force chartered by the OPM Director to study training and development government-wide, was meeting at FEI. Subsequently, the task force filed its report which included recommendations to consolidate more of OPM's training and development responsibilities under the FEI Director.

That the Federal Executive Institute is a place by and for senior members of the executive branch of the Federal government was evident to me shortly after I began observing program #170. The participants appeared comfortable with each other, and with the setting. Also, they shared a similar view of what life in the Federal government is like.

All of the LDT's presented a short skit about a day in the life of a senior federal government manager on day 2 of the program, and the recurring themes were striking. Budget cuts, unwieldy personnel and procurement systems, the influence of Congress, and the enormous role of the media dominated the 5-10 minute presentations. Faculty later told me that these were common themes from program to program, and that the skit activity was key in setting a positive, collaborative learning environment.

In addition to meeting the location objectives outlined when FEI was first conceived, the Charlottesville location is quite appropriate for a program entitled "Leadership for a Democratic Society." Set adjacent to "Mr. Jefferson's University," (the University of Virginia) and near a number of other historic locations, discussion about the constitution and the framers' intent seem relevant. The contextual factor of setting certainly adds to the participants' chance of making the discussions about separation of powers, ethics, and the like come alive and give them greater awareness of the constitutional basis for the government in which they work.

<u>Other Contextual Factors</u>

<u>Participants</u>. As mentioned above, FEI's LDS program focuses on providing for the senior person in the executive branch. Completion of the LDS or equivalent is almost a prerequisite for those career civil servants who wish to move into the upper-most senior positions in many agencies. Additionally, the large number of program graduates and active FEI alumni association helps LDS's profile remain high within

federal agencies. It behooves the aspiring career federal employee to participate in the LDS.

For the representatives from state and local government and foreign governments, the career benefits are less easily identified. The Director of FEI said that they were allowed to participate in the program because they add a great "leavening of the dialogue." Yet it is interesting that there were no specific agenda items or elective courses which address intergovernmental relations in program #170. Nor did any of the skits I observed speak directly to relations with other domestic or foreign governments. Two electives, "The Soviet Union Under Gorbachev," and "The Pacific Rim: America's Stake," were the only content topics which specifically addressed international relations. Clearly, the assumption is that executive level work in the public sector must share enough in common as to not necessitate specific program considerations for the non-U.S. Federal government participants.

Regardless of sponsoring organization, the participants share individual characteristics around which aspects of the program have been specifically designed. For example, FEI records (and OPM Senior Executive Service records) indicate that the vast majority (75 per cent of class #170) come from backgrounds in law, engineering and the "hard" sciences. Further, about three quarters show a preference for introversion on the MBTI diagnostic tool. Accordingly, the FEI Director said, "The program is designed to emphasize the generalist rather than the specialist perspective, and to emphasize group interactive work over individual projects." More specifically, the profile was the driving force in the decision not to include television sets in the sleeping rooms and to centralize amenities such as the TV and snack machines. FEI feels that participants must be brought out of their personal comfort zone, if they are to maximize growth and development.

<u>Facilities</u>. The facilities at FEI in Charlottesville are fully self-contained. This offers the program managers maximum flexibility in terms of scheduling, as they control all facilities and support functions. Also, scheduling a night program at the last minute or changing the time of an activity does not cause a transportation problem, as everyone is on-site for the program, meals, and sleeping. Also the participants can deal directly with FEI staff about all matters, unlike programs where meals and/or sleeping rooms are handled separately. Finally, this comprehensive coverage also brings with it situational challenges such as how to accommodate the twenty participants unable to stay on site because of room renovations underway.

As mentioned above, the physical proximity to Washington, D.C. make s the facility seem close, but not too close to the Nation's Capital. Likewise, the furnishings at FEI are nice, but not "too nice." For example, the Director's office and the small classrooms are tastefully and functionally decorated with modern furnishings that look very different from the old, drab furnishings often associated with government buildings. However, they in no way approach the level often associated with the corporate world. The result, FEI hopes, is that the participants will feel that the government is giving them the best that it has to offer.

Faculty. The program faculty, which was briefly profiled above, has a wide range of backgrounds and experiences. It also is an interesting mix of contractors, detailers, and in-house staff. The challenge for the LDS managers, as was described by the program #170 coordinator and the FEI Director, is to spin this diversity into a "seamless web." "While working on this program, we want the faculty, and especially the LDT facilitators, to be able to draw on their varied and unique experiences, while at the same time present a consistent FEI message," said the Program #170 Manager. He went on to say that this was done at FEI primarily through two means. First, strict quality control in terms of faculty was enforced. For example, no one facilitated an LDT without first "co-facilitating" with a more senior person. Second, FEI provides compensation for the planning and preparation work necessary to integrate the faculty resources.

Administrative Support Staff. Because of the full services offered at FEI in Charlottesville, the LDS program is supported by a staff of personnel ranging from clerks to housekeepers to waiters. Interestingly, this staff too is composed of a wide array of employee types consisting of federal government employees and contractors. Much of the housekeeping work is done through a contract with a sheltered workshop. This approach to managing a complex facility through a variety of employment arrangements was of great interest to many of the participants, as the direction in the federal government is to "contract out" and to hire the disabled, where possible. In that sense, FEI stands as an example of how federal facilities may be managed in the future.

Objectives

In the description section, it was reported that LDS has both a stated objective and a series of eight component goals. The overall thrust of the objective is to develop agency executive competence and to improve agency performance. The eight component goals are far-reaching, and include some of the following themes: improving understanding of and appreciation for the constitutional basis of American governance; exploring the public service culture and the critical dimensions of the career executive role; improving awareness of the dynamics surrounding contemporary policy issues; developing supportive networks; identifying individual performance goals, objectives, and developmental needs; enhancing work team and group effectiveness; and improving individual readiness.

The objective and goals spelled out above are extremely broad. The "objective statement" accomplishes two specific tasks. First, it identifies the program's (and implicitly, FEI's) customer base as agencies - not individuals, not upper governmental officials, but agencies. Second, it signals its awareness of the agencies' desire to see executive development tied closely to performance. Agencies are looking for a return on their investment in sending an employee to LDS at FEI. FEI therefore is saying that LDS is responsive to the needs of their customers, federal agencies.

The "component goals" speak more specifically to what the individual participants should get out of the LDS program. This is where the real breadth of purpose becomes apparent. Ranging from "a more complete understanding and appreciation for the constitutional basis on American governance" to "...group leadership capabilities," the program has such a broad array of what the project calls objectives, that it is hard to imagine any topic related to management, leadership, public policy or individual health and wellness not being relevant to these objectives. Further, they encompass all perspectives, including individual, organizational, and interorganizational, as well as both cognitive and behavioral materials.

The breadth of objectives is very much a part of the new feel of FEI which accompanies the renovation of the facilities. More specifically, the current objectives are a direct outgrowth of a curriculum review process begun in March 1988. That review found the old FEI program to be too focused on behavior changes at the individual level. It added more emphasis on linking the program with performance, grounding the program more heavily in the federal government context, working more in teams, and upgrading the facilities and amenities.

Summary of Contextual Analysis

Analysis of the contextual factors shows that LDS provides an opportunity for senior personnel from the executive branch of the federal government an opportunity to examine themselves and the work with which they are involved. This opportunity is housed at a facility and offered by faculty which are closely associated with the bureaucracy, but not fully captured by it (e.g., good quality furnishings and contractor facilitators).

FEI, the program sponsor, clearly sees a need to be responsive to its major customers, the agencies. Part of that responsiveness is providing a program which has direct ties to performance and objectives which have a wide range. All of these contextual factors reinforce the feel of a newly renovated program, serving the administrative cadre of the federal government.

CONTENT

The content of LDS also provides insights into some of FEI's assumptions about executives and leadership in the executive branch of the Federal government. Analysis of the content reinforces many of the findings of the contextual analysis. Most significantly, the content mirrors the breadth of objectives described earlier. With sessions ranging from constitutional values to executive cases, to selecting the proper athletic footwear, the content offerings are very broad. The primary significance of this is that it signals the "new FEI's" belief that the high performance federal executive is one who is successful as an individual (health, wellness), in his / her organization (executive cases), and in the larger governance arena (constitutional values). Further, it signals a belief that LDS can and should try to contribute to the growth and development of the participants at all three levels.

The content of the LDS also implicitly rejects any generic model of executive work and / or leadership by tying the substance closely to the world of the Federal government executive branch senior cadre. The context of the Federal government is ever-present. Examples include the very first group project which is entitled "One Day in the Life of a Federal Manager," the first substantive plenary sessions which are on the U.S. Constitution, and the featured presentations, many of which are made by Office of Personnel Management officials on topics only of relevance to federal executive branch employees. Clearly, the content places a heavy emphasis on the specific conditions of being an executive in a federal agency.

The program devotes a tremendous amount of resources to allowing the participants to explore and develop the "private side" of their lives through the heavy emphasis on value exploration and wellness during the unstructured 12:00 noon - 3:00 p.m. time periods, and in sessions such as personal financial management. By doing so, FEI is embracing a view which says that an executive is a whole person and that distinctions between the private side and the work side of life are artificial and not helpful. Further, they are saying that physically and financially fit executives will be more productive. While this makes intuitive sense, it also calls into question some of the norms and rules of the Federal bureaucracy where even executives fill out time cards and are cautioned against using the telephones for personal use.

Whereas at the individual level FEI appears to be somewhat change-oriented (e.g., by advocating individual wellness, and breaking down private and work lifestyles), at the organizational and interorganizational levels it appears very accepting of the status quo in the existing executive branch. Special presentations to the LDS class #170 were made exclusively by inside players who have heavy investments in the existing system. Examples include the Director of the Office of Personnel Management, the Manager of the Senior Executive Service program, and the Director of Information Services, FEI's "Distinguished Executive-in-Residence." Clearly, this is not the stuff of radical change!

PROCESS

Grounded in Malcolm Knowles' adult learning theory, the LDS program does indeed place a large responsibility for learning on the individual participant. Because of the freedom to choose the level of involvement in health and wellness activities, the elective courses to be taken and the use of time in the 12:00 noon to 3:00 p.m. time block, each participant has an opportunity to craft his or her own program within the LDS. Because of these choices, I am sure that some members of class #170 had very different experiences than others. This type of process would seem to lend itself well to a heterogeneous group, whose members are aware of their own individual developmental needs. It would not seem appropriate for a more homogeneous group, less aware of its current strengths and weaknesses.

Like the content factors, the process methodologies were many and varied. Utilizing methods ranging from LDT's to executive cases to plenary sessions to elective courses, LDS attempts a variety of means to get across cognitive and behavioral material which addresses the individual (e.g., MBTI, and negotiation skills), the organization (e.g., executive cases), and the overall interorganizational environment (e.g., plenary sessions and some electives). And like the challenge mentioned earlier of spinning the diverse resources of the faculty into a "seamless web," blending the numerous process components into a coherent presentation of learning opportunities also seems critical to the success of this program. Failure to integrate the many process components could result in failing to bring the program together as a whole, leaving participants with numerous bits and pieces, rather than a significant whole experience built from interlocking and supporting elements.

The speakers for the plenary sessions in program #170 were clearly indicative of both the focus of the program and the needs of FEI. By having the OPM Director, the Manager of the SES program and the "Executive in Residence" speak, one immediately sees the attention being paid to the issues relevant to the senior federal executive branch members and their sponsoring agencies. Also, it happens that these speakers are critical political forces in the organizational life of FEI. So FEI, through its plenary sessions, is able to attend to the specific interests of its participants while maintaining its own political support, through the use of "inside the system" speakers. Again, this points to the rejection of a generic executive model, and toward the belief that the executive branch senior employee is a special kind of executive requiring specialized developmental experiences, like these plenary sessions. Had FEI utilized a broader, more generic perspective of its participants as executives, it might have focused on a "parade of stars" approach, and utilized more well- known people from outside the federal executive branch system, rather than the inside players mentioned above.

One final observation on the process of LDS involves the use of LDT's (learning development teams). It is interesting that they are used only in Week 1 and then again at the end of the program. Many other programs utilize LDT's during the entire program in an effort to build participant networks which last beyond the end of the program. At LDS in Weeks 2 and 3, elective classes replace the LDT's, thereby establishing new groups of participants and breaking the continuity of one group meeting for the entire four weeks. The LDS process allows participants to choose elective courses based on their individual development objectives. So the tradeoff appears to be between deeper bonding of small groups, and offering a number of elective classes from which the participants can choose. LDS has chosen the latter, again consistent with Knowles' adult learning approach.

SUMMARY

LDS is the preeminent "insider" executive development program for federal executive branch employees. Its history, large number of graduates, facilities, and sponsoring organization all underscore its place as an important part of the Federal government system. This system is largely reinforced through the LDS plenary speakers and through other means. Yet considerable opportunity for change and growth are available at the individual level through attention to personality and behavioral characteristics. Together with the physical renovation underway, the far- reaching content, and the complex delivery process, it is clear that LDS is expanding far beyond its original form which focused on behavior of the individuals. The challenge lies in integrating the various pieces of this new, multi-faceted, and very ambitious program into an integrated success which leaves the participants with a new, meaningful, integrated experience.

CHAPTER FIVE

HARVARD'S KENNEDY SCHOOL OF GOVERNMENT: EXECUTIVES AS PUBLIC POLICY ELITES

From July 31-August 2, 1990, I observed the "Senior Managers in Government" program at the John F. Kennedy School of Government, Harvard University, in Cambridge, Massachusetts. This three-week program is for executives involved in the formulation, execution and evaluation of public policy at the federal level. The entire program took place on the grounds of the Harvard campus.

PROGRAM DESCRIPTION

CONTEXT

The "Senior Managers in Government" program (SMG) is only one of the plethora of training activities which take place yearly at Harvard University. Harvard, arguably the best known and most highly regarded university in the United States, is the oldest institution of higher learning in the country, being formed over 350 years ago. Its track record of famous graduates (including six American presidents, Nobel Laureates, and Pulitzer Prize winners) has given the entire institution a reputation of academic excellence.

The John F. Kennedy School of Government, sponsor of the SMG, is Harvard's central location for academic endeavors and public events in the area of government and public affairs. The Kennedy School offers graduate degrees in public policy, public administration, and political economy, in addition to a number of executive programs such as SMG.

The school also serves as home to several major public policy research centers and institutes including the Center for Science and International Affairs, the Energy and Environmental Policy Center, the Weiner Center for Health Policy and Management, the Joan Shorenstein Barone Center for the Press, Politics & Public Policy, and the Business & Government Center. Finally, the Kennedy School houses the Institute of Politics which sponsors the ARCO Forum of Public Affairs, a regular series of discussions about important public issues with leading authorities.

SMG is only one of the regular executive development offerings put on each year by the Kennedy School. Others include the Program for Senior Executive Fellows (an eight week course for those moving into areas of wider management responsibility), the Program in National & International Security (two weeks), the Program for Senior Executives in State & Local Government (three weeks), and the Program for Senior Officials in National Security (eight weeks). SMG is offered one time per year and currently costs $6,900 per participant.

This year's session had 112 participants representing a vast array of senior executive agency leaders (e.g., Regional Counsel, Federal Deposit Insurance Corporation and Rear Admiral, Department of Defense). Also present were key executives from the legislative branch of the federal government, including representatives from committee staffs, personal staff, and General Accounting Office. Finally, about 10 per cent of the participants are executives with foreign governments or with private sector organizations that are active in public policy. Since the participants come from a variety of different organizations, the role that the SMG experience plays in the participants' personal and organizational developmental schemes are as varied as the organizations in which they work.

The majority of the SMG program takes place in the Kennedy School's expansive complex, set along the Charles River on the Harvard campus. The modern classroom and cafeteria facilities used for the SMG are conveniently located amidst the faculty and administrative offices. Other Kennedy School activities are occurring simultaneously, giving the facility a feeling of vibrancy. The larger setting of Harvard University, and the city of Cambridge, with its many bookstores and coffee shops, adds to the overall sense of a place of ideas and a center of academic learning.

SMG, as mentioned above, is just one of the executive development offerings of the Kennedy School. It, like the others, is managed by the Office of Executive Programs, which is directed by an Associate Dean of the Kennedy School. SMG has a full-time program director and a program coordinator, as well as access to administrative and clerical support. The entire staff from the Associate Dean on down go to great lengths to make every aspect of the program contribute to making SMG be a positive experience for all participants.

Indicative of this effort are the comprehensive orientation guides and the amount of personal access each participant has to the administrative staff. Prior to beginning the program, each participant receives a well organized packet of material, including a seventeen page, single-spaced, orientation to the program in which topics from name badges to locations for shoe repair are covered. Similarly, the administrative staff appeared to make themselves available to the participants constantly. During my period of observation, there was always a minimum of two administrative staff with the participants, and this included classtime, meals, and social events. I personally heard the program director respond to inquiries ranging from a request to have the Department of Defense's daily newspaper faxed from the Pentagon to the Kennedy School, to making a recommendation on a good place for a haircut.

The faculty for SMG are all current or former Harvard faculty members who have had high level government experience. Sixteen faculty members with very diverse backgrounds, ranging from City and Regional Planning to Clinical Psychology, work with the participants during the program. Additionally, the participants hear speeches from nine distinguished figures including Massachusetts Governor Michael Dukakis, Surgeon General Antonio Novello, and OPM Director Constance Newman. Though some of the faculty and speakers change from year to year, many have worked with the SMG for a number of years.

<u>Objectives</u>

The promotional brochure for the program describes the objectives for the program as helping the senior executive:

* Define and shape strategies for their organizations
* Sharpen their analytical and decision-making skills
* Improve their operational effectiveness
* Refine their managerial practice
* Establish lasting professional relationships with colleagues and faculty.

When asked to explain those objectives in a little more depth, the Associate Dean responded enthusiastically. He said that the program hoped to "model a style of learning and consultation that is useful in their jobs." He also said that the key challenge for executives in the public sector is to be able to "add value" to the elements of the public's business with which they themselves come into contact. Toward that end, he said, "these executives need to further develop a tolerance for ambiguity" and to have their bias for action tempered with "a little wedge of reflection and uncertainty." The SMG, he said, has been carefully designed with these objectives in mind.

The SMG agenda consists of three weeks of activities geared around accomplishing the program's objectives (see Figure 6, Appendix). The program I visited began with an orientation on Sunday, July 29, 1990. Monday, July 30th was the first day of structured interaction around program content. A typical day was organized as follows:

7:30 a.m.	Breakfast
8:00-8:55 a.m.	Small Problem Solving Groups or Discussion Groups
9:10-10:30 a.m.	Case Discussion
10:30-11:00 a.m.	Break
11:00-12:20 p.m.	Case Discussion
12:20-1:15 p.m.	Lunch
1:15-2:30 p.m.	Case Discussion
2:30-5:00 p.m.	Free Time (until the start of an event at 5:00 p.m. or dinner at 6:30 p.m.)

Sundays were free, as were a portion of Saturdays. About two-thirds of the days had evening events scheduled. Yet the participants are given a detailed agenda for the entire three weeks when they first arrive at Harvard.

CONTENT

To accomplish the objectives cited above, SMG presents course content to the participants through eight modules. They are policy development, policy analysis, organizational strategy, political management, operations analysis, human resource management, negotiation, and leadership. The program content for SMG is formulated and updated yearly by a faculty committee. The position of chair, which rotates each year, is currently held by a professor from the Harvard Law School.

The majority of the content is put forth during the case discussions. For example, I observed a discussion of a case entitled, "Starting from Scratch: Alice Rivlin & the Congressional Budget Office (CBO)." During this case on organizational strategy, each participant had the opportunity to put themselves in the position of Ms. Rivlin, the first director of the CBO, and to make some of the strategic choices that she faced. The eighty minute session, typical of the case discussion periods in SMG, allowed for coverage of 4 or 5 major points, with thorough class participation. The other cases also involved major public issues (e.g., the case of the Achille Lauro) and top public officials (e.g., former EPA administrator Ruckelshaus and Secretary of State Schultz).

The participants also encounter some content through activities, seminars, and through speeches given by prominent people. For example, I observed a 4 1/2 hour seminar on leadership taught by a lecturer in public policy who is also a clinical instructor in psychiatry at the Harvard Medical School. He led the group in an exploration of the concept of leadership as facilitation of adaptive work, and not being a part of the response of administrators who usually strive to avoid difficult situations and the pain associated with them. Further, he explained that leadership can and often does come from people not in positions of authority, as positions of authority sometimes serve as blocks against doing adaptive work. Finally, the speeches given by people such as Governor Michael Dukakis, Professor Robert Reich and others contain content consistent with the eight curriculum modules and with the objectives of the course.

PROCESS

The process for development at SMG is, according to the Associate Dean, based on a model used by professional schools such as medicine, law, and business. It is group-oriented and centered around a problem solving mode. "This is not about theory and we are not arts and sciences," he said. Consistent with those thoughts are the program's heavy reliance on case studies and problem solving groups.

During the three week period, the SMG participants participate in over 25 case studies. Typically, this involves reading the case (e.g., the Rivlin case is approximately 15 pages) and preparing for the class by responding to a study question which accompanies each case. For example, the study question for the Rivlin case reads as follows:

> "Study Question: The case describes a number of the decisions Alice Rivlin must make regarding organization design, staffing and process. What do you recommend she decide on these points, given her goals and strategy for the CBO? Be prepared to make recommendations and defend them."

Typically, the three cases for the day are first discussed during the regularly scheduled problem solving group meetings from 8:00-8:55

a.m. In these small (approximately 12 person) meetings, the participants are warned, "Emphasis should not be placed on securing the agreement of all group members on the issues raised in the discussion, but on identifying and analyzing the issues so that each participant is prepared to advance or defend his/her own point of view during the classroom sessions." They also are told that "these groups offer an important learning opportunity to practice leadership and behavioral sensitivity, listening and persuading skills, and the ability to hear and understand differing points of view. We hope that each participant will share his or her experience with the group in ways that help illuminate the readings."

The cases are then discussed, in more detail, in the classroom sessions which include approximately 55 students and one instructor. The two case study sessions I observed were led by a faculty member and involved extensive class participation. They both began with a discussion of the "facts," proceeded to a discussion of a few major issues, and concluded with some closing comments on the usefulness of the case in providing insights into the overall topic of the module, (e.g., organizational strategy). All case study sessions in SMG are 80 minutes in length.

The case studies require alot of work on the part of the participants, especially in the form of preparation. Both the program administrators and the program participants commented on this fact. The Associate Dean said that he thought the cases contribute to the rigor of the program and provide a good vehicle for carrying out the professional school education model mentioned above. The participants that I talked with agreed that the casework was very demanding. Yet all of them described this as a positive feature of the program. One seemed to describe the overall sentiment of those with whom I spoke, when he described the cases as "good solid meat and not just fluff."

Other process methods are also utilized in SMG to deliver program content. Class presentations, lunch and dinner speakers, role plays involving skill development, other events taking place on the campus, and informal networking all provide learning opportunities for the participants and complement the case studies. However, the case study is still the dominant process method. Next most prominent is the class presentation.

I observed four hours of class presentation on leadership. Like the case studies I observed, the participants had prepared for the session by doing some assigned readings and by discussing them in their small problem solving groups. Unlike the case studies (where one-half of the group, or 55 people meet), the entire SMG group (110 people) convened in a lecture hall for the leadership presentation. Typically, the faculty for the case studies wear casual clothes and are indistinguishable from the participants by their dress. Yet for this session, they encountered an instructor wearing a dark suit, white shirt, and conservative tie. The differences did not end there.

Rather than quieting the group at the prescribed starting time by some verbal cue, the instructor stood silently at the front of the room while clusters of small group conversations were ongoing among the participants. Slowly, the conversations died out and the room became quiet. The instructor had stood quietly in the front of the room with his arms folded or at his sides pacing back and forth for 6 minutes after the designated starting time. Many of the participants began to look at each other as if to say "something unusual is starting to happen here."

When all of the participants had ended their conversations and focused their attention to the front of the class, the instructor began to speak. With virtually no emotion at all he said, "I suppose that it would be very politic for me to begin this session with a joke or story about leadership. I will not, because it would take away from the seriousness of the nature of leadership." He continued with a short monologue on leadership during which he spoke in a monotone voice and used no facial or hand gestures. He encouraged no class participation and seemed unaware of the growing uneasiness in the room.

Like the method of his presentation, the content of his monologue was different from what the participants had experienced to that point in the program. He likened leadership to being both a participant and an observer of an activity, like dancing. He said that it is, "tough to both play the game and go against the grain" and that "...most of us end up simply playing the game and thereby not adding a lot of value to the work we do." He also suggested that he and the group look at themselves as "cases in point." The class sat in silence, as he talked with the only noises being those of uncomfortable bodies shifting in their chairs.

Finally, after about 15 minutes, the instructor looked at the group and asked, "What is going on here?" After a brief period of silence, one participant named Bill said, "We are all falling asleep."

The room filled with laughter. But the instructor was not laughing. He asked if Bill had made attempts at humor earlier in the SMG sessions. Some participants reported that yes, in fact, he had. One of them went on to explain how Bill had become the one to provide humor in their small problem solving group sessions. The instructor pointed out that this group of strangers had been together for less than three days, and already Bill had established his role as "the humorist and the one to pop off at authority."

The instructor asked what had just happened in the room. A few participants offered that Bill had done a valuable service for the group by trying to break the tension in the room with an attempt at humor. The instructor said that what was really going on was an abuse of Bill by the group. He argued that the group was forcing Bill into the role of humorist and attacker of authority by taking advantage of his individual "tuning" which makes him comfortable in this role. He said that the group reinforced his behavior by laughing at his comments.

The instructor went on to make the larger point that leadership can be blocked by people being forced into playing very narrow roles, where they are unwittingly thrown into action. Effective leadership often emerges from an environment in which people are allowed to be more "three dimensional" than normal roles allow and when their behavior is controlled and not simply spontaneous, like Bill's comment. Toward creating a favorable environment for leadership, the instructor encouraged the participants to look at the roles they play, the roles they force others into, and the nature of their behaviors (i.e., controlled vs. spontaneous).

The Associate Dean and other administrative staff explained to me that the leadership presentation described above was atypical of the SMG presentations in that it was the most controversial portion of the agenda. They explained that the other presentations tended to be more like the case studies and the featured speakers. Yet both the Associate Dean and staff said that they felt the leadership presentation was valuable because it helped "stretch" the participants.

The featured speaker portion of the program typically involved a speech by a prominent figure either in association with a meal or in the evening. Questions and answer periods generally followed the speech. Participants in this year's program heard eight such speeches.

The last category of process methods for learning found at SMG includes informal means such as networking among peers, individual conversations with faculty, and participating in other events taking place at the Kennedy School. For example, on my first day of observation, the Institute of Politics was holding an ARCO Forum of Public Affairs session which featured Peggy Noonan (President Reagan's former speech writer) discussing her recently released book, What I Saw at the Revolution. It was held in the Kennedy School complex and at a time in which there were no formal SMG activities scheduled. Many of the SMG participants attended the session.

PROGRAM ANALYSIS

I will now utilize the above observations about the ELCD program's context, content, and process to explore some of the assumptions of the program and to see to what degree various aspects of the program contribute to a unique program identity.

CONTEXT

Program Location

In analyzing SMG, one cannot get around the fact that it is sponsored by and located at the Kennedy School at Harvard University. This contextual factor contributes significantly to giving the program an image of being for elites and by elites. The school is known for its access into and overlap with top public administration and policy circles in the United States and around the world. Regardless of the substantive area in question, Kennedy School personnel seem to be in the limelight.

Two very different recent examples serve to illustrate this point. First, when the U.S. Office of Personnel Management (OPM) recently announced a top level study of training and development, the Kennedy School Associate Dean quoted above was named as the technical advisor to the project. Second, the Commissioner of the National Football League recently named the SMG program chair as the special counsel to investigate sexual harassment charges of a female reporter covering the New England Patriots. Whether public administration topics whose primary relevance is to those inside the bureaucracy (training and development) or issues of public debate which reach the citizenry at large (the treatment of female reporters in men's locker rooms), the Kennedy / Harvard presence seems ever-present. This sense of the faculty and school gives SMG a feeling of exclusivity.

Other Contextual Factors

Participants. The participants consist of many top ranking officials, thereby adding to the exclusivity of the program. Most are senior executives with many years of experience and, as mentioned in the description section, represent the broad spectrum of players involved in government. The result is a group of individuals who, in and of themselves, often represent the key players around a given policy issue.

For example, I observed a class discussion in which the issue of stopping the production of a weapons system was raised. The Department of Defense civilian executive who recommended cancellation of the production of a tank was present in the class. Sitting next to him was the Chief of Staff of the member of Congress from the district in which the tank was manufactured. Across the room was a senior military officer well-versed in the strategic and tactical implications of canceling production of the tank. Together, they represented three of the major perspectives of that policy subsystem. This example demonstrates powerfully the senior level of the participants and reinforces the "mover and shaker" image of SMG brought about by the Kennedy School and its faculty.

Because SMG participants represent a large number of organizations, the role that the SMG will play for them within their respective organization is varied. For some, it probably was part of a carefully constructed developmental plan, and for others it was simply a matter of grasping an opportunity which arose. Because the participants do come from a number of organizations, informal networking opportunities are present and plentiful across all dimensions of the government management spectrum, including the private sector and foreign countries.

Physical Facilities. The physical facilities utilized for SMG activities such as classes, meals, speeches, and social events are functional and contribute to the sense of being a part of the Kennedy School / Harvard University experience. Because the classrooms, cafeteria, faculty offices, and administrative offices are all located together, participants, faculty, and staff can move easily and efficiently from activity to activity. The arrangement also facilitates participation in other events such as the ARCO forums which are held in the same building. Finally, because the program is held on campus rather than off campus, the participants seem to feel as though they are getting the "real thing" and not some off campus / extension program which would symbolize something less than the full Harvard experience.

The participants are housed in apartments about one mile away from the Kennedy School, necessitating the provision of bus service between the apartments and the school. Participants and the Associate Dean agreed that this presents logistical problems and is not at all in keeping with the idea of the training site being completely self-contained.

Instructors. As mentioned above, the instructors are Harvard faculty members with high level government experience. For this program the instructors tend to emphasize their experience credentials, and minimize their academic credentials. For example, the description of the eleven program faculty distributed with the promotional materials for SMG only specifically mentions three publications. Yet, clearly the eleven have collectively written many more than three significant publications. This emphasis on "real world" public policy formulation and administration helps strengthen the collective image that SMG consists of elite public policy and administrators working together on tangible issues, not theoretical, unrealistic, academia.

Administrative Support Staff. The thorough support staff coverage prior to and during the program reinforces the ideas that the participants are important people and that the Kennedy School is a top quality institution. The staff has tried to anticipate and resolve all possible administrative issues in an effort to allow the participants to be free to work on the content of the program. They also expend a great deal of effort to insure that all of the program materials are coordinated and have a high quality appearance. For example, upon arrival each participant is given a four-page, fold-out photo directory of all participants, staff and faculty. It is printed on high quality paper and immediately sends a signal of a first class program.

Objectives

The program's stated objectives are to help the senior manager define and shape strategies, sharpen their analytical skills, improve their operational effectiveness, refine their managerial practice, and establish professional networks. Even when coupled with the Associate Dean's elaboration in which he spoke about the need for tolerance of ambiguity and a "little wedge of reflection and uncertainty," the objectives are very broad. Ranging from sharpening analytical skills to building professional networks, these objectives would allow for almost any topic to be included in the program. This seems in keeping with the overall flavor of the program, which attracts participants from all across the federal public policy spectrum and utilizes faculty whose expertise ranges from law to clinical psychology.

The objectives also state clearly that this is a program for people who already are senior managers and are not "pre-executives." The usage of words like "sharpen," "improve," and "refine" suggest that the participants are already involved in executive work and are at the program to update or improve their abilities, not to consider these matters for the first time. Hence, unlike some executive development sessions which are really for pre-executives, the SMG makes the assumption that all of its participants are already executives and reinforces the notion of SMG being for elites, not for elites in training.

Summary of Contextual Analysis

Analysis of the contextual factors show that SMG is a program for and by the elites of the public policy and administration field. Factors ranging from the physical setting to the objective statements reinforce this message. Similarly, the contextual factors reveal a strong effort to cover the broad range of perspectives which make up this field. Faculty background diversity, participant diversity, and broad objectives all contribute to this breadth.

CONTENT

The content of the program also provides insights into the SMG's assumptions and some of its values. First, the cases and the speakers reinforce the elite image, as the majority of both consist of nationally known topics and public figures. Second, they reinforce the wide breadth mentioned above by their diversity. Case topics range from organ transplants to the sale of the sophisticated military AWACS aircraft and speakers range from the Massachusetts Governor to the U.S. Surgeon General. However, all of the content of this program involves tangible, real life cases at the highest levels of government.

The SMG content and agenda both make clear that the program is system based (organization / interorganization), not individually based. The entire thrust of the program is to provide participants with the opportunity to gain new insights into how the existing public policy and administration system works and not to gain direct insights about themselves and how they, as individuals, operate in that system. No individual diagnostic tools are used, nor are there any electives or individual elective programs of study at SMG. The program simply attempts to describe, as best it can, the public administration and policy system at the executive level. It is left to the participant to make connections between the system and their individual situations.

Speaking to the system orientation of the program, the Associate Dean said that, "Different people will skin cats in different ways, but the cat still needs to be skinned. And notice, the cat is never a willing participant." He went on to explain that SMG felt that accurately describing the system in which senior managers in government operate is a difficult enough task to accomplish in three weeks. Individual awareness through diagnostics is simply not a part of this program.

When the system orientation of the content is combined with contextual factors of exclusivity, one begins to see the program as a vehicle which reinforces the prevailing values of the system. This is not a program advocating major changes in the way public policy and administration are carried out. Rather, it is a program where the emphasis is on better understanding the existing system so as to make it more responsive to the participants' organization objectives. Clearly, if the leadership presentation described earlier is the most controversial portion of the program, SMG is not a program of radical change.

PROCESS

The SMG process for development reinforces many of the findings of the contextual and content analyses. For example, the small problem solving groups and the participatory nature of the case studies amplify the idea that the participants are on the same level of importance with the figures in the cases and with the instructors. Second, because the focus of these efforts is on written cases describing situations with which the participants are not personally involved, it encourages a detached system level of analysis and not a personally involved perspective. The result is that the small group sessions and class case discussions reinforce the role of participants as elite, analytical managers of a complex system.

The SMG case study approach also fits well into a few characteristics often associated with senior executives: hard working, results oriented, and competitive. The preparation for and participation in three case studies per day is demanding and seems to be similar to the work demands of an executive. The cases are from real life examples which resulted in decisions of significance for the public. Finally, because of the participative nature of the problem solving groups and the class discussions of cases, it is easy for participants to see SMG as a competitive arena. So, while SMG may be held in a setting very different from the participants' work environment and the topics addressed may have little of substantive similarity with their work content, the SMG process offers many opportunities for the stereotypical executive to feel very comfortable.

One of the major reasons, I believe, that the leadership presentation caused such anxiety is because it followed a different process than the case studies and in doing so took away many of the comforting aspects of the SMG for the executive participants. For example, though the instructor had assigned some preparatory readings, he did not make reference to them until 2 hours into the presentation, despite at least 3 attempts by participants to move the discussion to the written materials. Instead, he chose to focus the discussion on the behavior of the group and to use them "as data." They were not allowed to play the role of detached analysts debating the merits of some policy decision. Rather, they were forced to be themselves and to confront their own values and feelings.

In sum, the entire process, including the case studies, the presentations, speeches, and the many social events, complements the context and the content in making the SMG experience well within the comfort zone of the participants. The many case studies, class presentations and speeches allow not only for cognitive development but also for behavior modelling of the elites associated with the program. The negotiations module and sessions on human resource management have potential to lead to some specific skill development. Finally, the small problem solving groups, social events and even bus rides to and from the apartments provide the opportunity for "lasting professional relationships with colleagues and faculty," consistent with the final objective of the program.

SUMMARY

SMG is a three-week event in which over 150 elite participants, faculty, staff, and guests come together to form a microcosm of the many perspectives which go into making and administering public policy in the United States. Because few of the participants come from the same organization, the role of SMG in their career will vary greatly. Yet SMG, with its system orientation, provides one core program for all participants. This program is rigorous and tends to reinforce the values and behaviors of the existing system and its elites. Portions of the program, such as the leadership presentation, draw many of the participants out of their comfort zone and are thought to be controversial. However, the bulk of the program operates around the principle of improving the participants' cat skinning abilities, not in questioning the need for the skinning. Indeed, they are the elite of cat skinners.

CHAPTER SIX

U.S. ARMY WAR COLLEGE: INDIVIDUAL GROWTH & STRONG MILITARY TRADITIONS

From August 7-9, I observed the 1990 class at the U.S. Army War College (USAWC) at its main campus in Carlisle, Pennsylvania. My visit occurred during the first week the residents were on campus. I focused my studies on this orientation period, and on the two week Strategic Leadership course which all residents were required to take from August 14-31, 1990.

PROGRAM DESCRIPTION

CONTEXT

The USAWC is a primary source of executive development for military officers. Annually, it enrolls a class of approximately 200 Army officers and 90 others in its nine month residential development program. Physically located on a military base in Carlisle, Pennsylvania, it has as its mission, "Not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression." This mission statement is frequently encountered by all residents, staff and visitors at the War College, as it is on the signs near the entrances to the compound, and posted throughout the facility.

Within the U.S. Army, the War College plays an important role in selecting and developing the future leaders of the organization. Of the Army Generals currently in service, 95 per cent are USAWC graduates. The USAWC accepts only the top 6 per cent of eligible lieutenant colonels and colonels from its ranks. So, clearly the USAWC is thought of as a prestigious, necessary experience for the aspiring army officer.

As mentioned above, almost 1/3 of the participants come from organizations other than the U.S. Army. The 1990 class has 36 officers from other branches of the military (e.g., U.S. Navy, U.S. Coast Guard), 18 executives from civilian agencies (e.g., U.S.D.A., Federal Emergency Management Agency), and 34 international fellows representing military organizations from countries all over the globe (e.g., Norway, Saudi Arabia). The roles that the USAWC experience will play regarding career development in their organizations is varied and does not necessarily serve as the critical milestone that it does for the Army officer. However, regardless of the specific situation of the non-Army participants, attending the USAWC represents a large commitment on the part of all participants and their sponsoring organizations.

The USAWC contains a very expansive set of supporting services and facilities. Acting much like a combined college and military base, it attempts to meet the needs of not only its participants, but their families as well. Accordingly, the range of facilities (e.g., from a large academic library to a golf course) is very wide. The administrative support staff required to provide the services and maintain the facilities is also extensive.

Though the nine month residential program is the major focus, the USAWC also sponsors a number of other programs. For example, the USAWC administers a two year corresponding studies program, sponsors fellowships, and hosts conferences and special courses. Finally, the USAWC serves as home to the Military History Institute and its extensive historical collection. The nine month residential program benefits from the sponsorship of these other activities as it offers the residents, faculty and staff more resources upon which to draw.

The orientation period and strategic leadership course of the residential program were the focus of my study because together, they give insight into the executive model which underlies this program. The orientation session was August 6-13, and the Strategic Leadership period was August 14-31. This combined period, August 6-31, represents approximately 8 per cent of the time that the residents are at USAWC. During this 25 day period, the participants are presented with a perspective on strategic leadership. This period also helps lay the groundwork for the more military-specific courses which follow (e.g., War, National Policy & Strategy, Global & Theater Strategy Applications).

A portion of the orientation and all of the Strategic Leadership course is led by instructors from the Department of Command, Leadership and Management. The Department has 13 faculty members, consisting of 1 civilian and 12 Army officers, most of whom hold the rank of colonel. In addition, they draw on the faculty resources of other departments when necessary. For example, a faculty member from the Department of Continuing Studies, who has an interest in management, serves as a seminar instructor during the Strategic Leadership course. He also teaches an elective course, entitled Management Theory for the Military Professional, later in the year. All of the above mentioned faculty members are full time USAWC employees.

During the orientation period, it was clear that the level of preparation and administrative support given to the residents was extensive. Each person was issued innumerable aids to help understand and prepare for the schedule of events (e.g., a calendar with a detailed breakdown for each day of the entire program). This detailed level of preparation and administrative support was further brought home to me in two critical incidents. I was sitting in a faculty member's office and a participant entered the room. He said that he had forgotten his calendar, and wanted to make sure that the attire for that evening's session was "open collar." The second instance occurred when I attended a lecture for over 400 people (participants, faculty, staff, and guests) and noticed that seat assignments for all had been made in advance, typed on a seating chart, and posted outside the auditorium. No detail, whether it was specifying dress for a social gathering or planning the seating arrangements for a full auditorium, seemed too small to be addressed at the USAWC.

Objectives

The orientation period serves to introduce the participants to services and facilities available at the USAWC. It also provides an opportunity for participants to learn the expectations of the program administrators, experience the learning process, and become familiar with the diagnostic instruments used in the strategic leadership course. For these latter reasons, it was an appropriate portion of the course for me to observe and analyze.

The strategic leadership course has as it stated objectives for the participants to learn to:

1) Understand current and emerging Army leadership doctrine;
2) Identify and evaluate strategic leadership competencies across the operational continuum;
3) Analyze and understand the complexities of high-level command in ethical decisionmaking and establishing an ethical climate;
4) Exploit historical resources for professional insights and development;
5) Clarify personal and professional goals through a reassessment of internal values, strengths, and leadership competencies.

Additionally, the course provides an opportunity to "develop greater self-awareness and to better integrate and balance the multiple aspects of life - personal / family, professional, spiritual, and physical / mental" (Core Curriculum, Course 1, Strategic Leadership, Directive, p. 1).

The agenda for the 25 days covering orientation and strategic leadership appears in Figure 7 (Appendix). During the orientation phase three activities relevant to this study take place - a writing evaluation, a seminar on the Myers Briggs Type Indicator (MBTI), and the establishment of seminar learning teams. I personally observed the MBTI seminar and the first meeting of a seminar team. Both observation periods were important in gaining an understanding of the USAWC's view of a successful executive and about an important portion of the process used to convey that view.

The agenda for the Strategic Leadership course (August 14-31), like that for all other parts of the nine month program, is structured around a three hour block of time (8:30 - 11:30 a.m.) in the morning Monday through Friday, and another three hour period in the afternoon (1:00-4:00 p.m.). These three hour blocks are split between full class activities and smaller seminar learning sessions. Occasionally, the lunch period (11:30 a.m. - 1:00 p.m.) is used for speakers on current events. Finally, Friday afternoons, Saturdays, and Sundays are considered free time for the USAWC participants.

CONTENT

The orientation period and Strategic Leadership course content is described in this section. Here, a more detailed look is given to the subject matters covered, the theoretical or conceptual work behind the content and the sequencing of the materials.

The orientation period (the first six program days of the twenty-five total days included in this study) focuses on previewing the entire nine month program and on self assessment. A large part of the preview is done through tours, briefings, and speeches by the commandant and representatives from various departments within the USAWC (e.g., academic affairs). A second effort attempts to preview one key process element, the seminar learning session. On the third day, after arrival at USAWC, the participants are divided into 18 seminar groups with 16 members in each. There they discuss the purpose and the theory behind the seminar groups and develop some norms which will guide their work over the life of the group.

The self-assessment effort is geared toward giving the participants some feedback on their own personal strengths and weaknesses. During this period, the participants take four assessment instruments - Myers Briggs Type Indicator (MBTI), Kirton Adaptation Innovation Inventory (KAI), the Hersey Blanchard Leader Effectiveness and Adaptability Description (Lead Self), and the Center for Creative Leadership's Senior Leadership Inventory (SLI). During this period, they also are given a writing evaluation. Finally, during the introduction period, they begin a series of interactions with the Army Physical Fitness Research Institute (APFRI) which will assess the physical condition of the participants and develop a individualized fitness plan that includes prescriptions for items such as exercise, improving nutrition, and smoking cessation.

The information gained from the assessments is used in the Strategic Leadership course and throughout the program. The Strategic Leadership course, in addition to self assessment, has five other content areas. These are curriculum relationships, strategic leadership, ethics and leadership, strategic vision, and war time leaders. Curriculum relationships simply refers to understanding how this course relates to courses which will be offered later in the year. The others give a good indication of the major components of the USAWC's view on leadership and the executive.

Strategic leadership, as presented by the USAWC, has two key components - knowledge of self and knowledge of the environment in which executive decisions are being made. One full day in the course is spent on these components. The required readings include Type Talk by Otto Kroeger and Janet M. Thursen; "Defining Military Character," by Phillip Lewis, Karl Kunhart and Robert Maginnis; "The Army's New Senior Leadership Doctrine," by Walter F. Ulmer, Jr., and; "Leaders and Vision: Orchestrating the Corporate Culture," by Warren Bennis.

The bulk of the remainder of the course is spent on a selection board exercise and on three topical areas - ethics and leadership, strategic vision, and war time leaders. The selection board exercise (1/2 day) divides the USAWC participants into three panels and assigns them the task of determining who, from a pool of applicants, should be promoted to the rank of colonel. In Ethics and Leadership and War Time Leaders participants hear speeches and presentations, work in their learning seminars and do individual research projects. All involve key past and present military figures. In Strategic Vision, the participants are given varying scenarios of the future of the world and are asked to plan and present a military organization appropriate for that future. The closeout session of the course entails a full day of analyzing the role and importance of staff (as opposed to "command") work and to summarizing the lessons of the orientation period and the strategic leadership course.

Some of the required readings from the later portions of the strategic leadership course are War, Morality, and the Military Profession, by Malhan M. Wakin (editor); "Loyalty, Honor and the Modern Military," by Michael D. Wheeler; "Officership as a Profession," by Samuel P. Huntington; The Elements of Moral Philosophy, by James Rachels; Report of the Department of the Army Review of the Preliminary Investigators into the My Lai Incident; "Lying to the Troops; Sometimes? Never?," by Major Mathew S. Klimow; Alternative World Scenarios for Strategic Planning, by Charles W. Taylor, and; Assignment Pentagon, Chapter 7: "The Branch and Division Chiefs: A Forgotten Breed," by Perry Smith, Retired Major General USAF.

PROCESS

The focus of the learning process is on the small learning seminars previously mentioned. The USAWC briefing packet that I received describes a number of methods which are utilized in the seminars. They are - writing requirements, oral presentations, case studies, exercises / war games, politico-military simulations, visits to other headquarters and activities, lectures, panels, interaction with senior guests / experts, staff rides, conferences / symposia, and evaluation / feedback process. In the orientation session and Strategic Leadership course, three of the above (case studies, lectures, and evaluation / feedback) were relied upon most heavily. After a brief review of the seminars, they are described more fully.

Learning Seminars

The learning seminars refer to the 18 small clusters consisting of 16 participants each. The seminars serve as the central learning mechanism throughout the nine months. Both academic and social pursuits are coordinated in the seminars. The participant composition of each group is the same, consisting of the following representatives - 11 Army officers, 1 Air Force officer, 1 Sea Service officer, 1 civilian, and 2 international fellows. The seminar is led by a team of 4 facilitators from the faculty. Also each seminar group elects a student leader, a softball coach, a social chairperson, and a representative to the Yearbook Committee.

I observed the first meeting of a seminar group at which they discussed the seminar learning process. The faculty facilitator explained that the seminars were based on adult learning theory and therefore the participants were responsible for their own learning. They should look to him to facilitate the activities of the group, but should not look to him for substantive expertise, he said. They were told to utilize their extensive professional experience as a base upon which to build. Finally, they were divided into two smaller groups and asked to develop norms about how the seminar group would operate during their time together.

Evaluation / Feedback. Evaluation and feedback is a key method utilized at the USAWC. During the orientation session and Strategic Leadership course, the participants are evaluated and given feedback in three separate areas - personality / leadership preferences, physical condition, and writing ability. Through diagnostic instruments including the MBTI, KAI, Lead Self, and Senior Leadership Inventory, the participants gain awareness about themselves and about how their personality preferences and leadership styles affect their work. Likewise, through their work with APFRI, they become aware of their physical condition and learn how eating, exercise, and mental management affect their lives. Finally, through the formal writing evaluation done on the last day of orientation and feedback on written assignments throughout the Strategic Leadership course, participants become aware of the strengths and weaknesses of their writing skills.

Case Studies. The case study method, too, plays a central role in the learning process at USAWC. In the Strategic Leadership course, it is particularly evident during the treatment of ethics. Here the participants study the decisions made by such figures as Major John D. Lavelle (commander of the Seventh Air Force in Vietnam) who deliberately sent false reports to his superiors; General Tomoyuki Yamashita (commander of the Japanese 14th Army Group) who developed the nickname "Tiger of Malaysia;" and the decisions and responsibility of those at My

Lai. The selection board exercise also utilizes this approach in that it uses real information and asks the participants to reflect on the decisions which were made by Army officers when presented with the same information.

Lectures. Lectures and speeches by substantive experts and by the military establishment's senior figures also constitutes a major method during the orientation and Strategic Leadership course. The lecture I observed on MBTI, by Otto Kroeger, was an example of a lecture by a substantive expert. Speeches by the Commandant of the USAWC and by the Chief of Staff of the Army are representative of those presentations made by senior military executives. Often the lectures and speeches serve as the focus of discussion for the small seminar sessions.

Two other comments should be made regarding the description of the learning process at USAWC, and more specifically about the orientation session and Strategic Leadership course. First, each participant is encouraged to involve fully their spouse in the learning process. Specifically, this is manifested in the invitation to all spouses to participate in the MBTI activities and in the selection board activity. Second, though the remainder of the course offers opportunities for individual development efforts (e.g., elective courses), the orientation session and Strategic Leadership course requirements are the same for all participants.

PROGRAM ANALYSIS

This section will build on the description of the USAWC program provided in Section I. It will use the observations of the preceding section and explore some of the program's implicit and explicit beliefs about executives and leadership. Through this analysis, a clearer, more coherent picture of the USAWC program should emerge.

CONTEXT

Program Location

The orientation session and Strategic Leadership course of the residential program at USAWC is greatly affected by the fact that it is offered at and sponsored by the USAWC, the Army's premier executive development institution. As mentioned above, a War College experience is almost considered requisite to entering the upper ranks of the military establishment. And, interestingly, faculty at the USAWC indicated that an overall downsizing of the Defense Department and its budget would only serve to elevate the status of the USAWC, as they felt that competition for the top positions would intensify, thereby making a War College experience an absolute requirement for top military officers. This line of thinking, then, leads one to see USAWC occupying a highly prestigious position within the U.S. military community, today and in the future.

The fact that the USAWC is a part of the U.S. Army is clear to even the most casual observer from the first moment they set foot on the campus. Though military protocol is relaxed in the academic building (i.e., the requirement to salute a senior officer is not in place), it is clear that the development experience taking place is one primarily provided by and given for military officers. From the uniformed sentry at the gate to the extensive use of military acronyms, one clearly gets a sense that the USAWC is an educational institution within the military establishment. It is not simply an academic institution that just happens to have military personnel as students. The military culture is present throughout the entire college and clearly manifested in the orientation seminar and the Strategic Leadership course.

Other Contextual Factors

Participants. The 288 participants which make up the class of 1990 can best be characterized as promising pre-executives. With an average age of 43 and 20 years of service, the group members still have a significant number of eligible years of service ahead. The USAWC can serve as a transition into the second phase of their military careers, one which might take them to some of the highest posts in the armed services. For these military officers this experience can also mean a career break from many of their cohorts who will be retiring after reaching the twenty year mark. For the non-U.S. uniformed service participants (e.g., international fellows and civilians), it is more difficult to generalize about the role the USAWC experience will have in their careers. Yet, it is accurate to say that for all of them, the nine month residential USAWC program represents a large investment of resources on the part of the individual and / or his / her organization.

The carefully planned mix of participants which includes representatives from virtually every aspect of the defense establishment provides for a breadth of discussion on military issues which presumably is well-rounded. It also allows the participants to begin to build professional networks which go outside their own particular service branch. For many, this is their first developmental experience which purposefully includes perspectives from outside their branch. This is in keeping with the USAWC's goal of elevating the perspective to that of the strategic level which involves complex, multi-dimensional issues.

<u>Facilities</u>. The USAWC facilities are all-encompassing, providing for the academic and living needs of not only the participants, but their families as well. Residential, recreational, and academic facilities combined with support facilities such as an infirmary, store, and social hall provide for every need. Walking around the campus, one is acutely aware of the military context. Historical markers pointing out locations where famous military figures lived and / or worked abound, as do neatly lettered signs posting directions, regulations, and procedures. One is left with a sense of a completely self-sufficient community located within the chain link fence perimeter.

Inside the academic buildings, the appearance is like a traditional academic building except for security provisions and military furnishings. The classrooms and faculty rooms are well-equipped with modern teaching aids such as v.c.r.'s, monitors, and overhead projectors. Each room I was in had a world map, a globe, or both. This reinforces the notion that the military officer's perspective should be broad and that the domain of the U.S. military is worldwide.

<u>Faculty</u>. The faculty for the program consists of permanent employees of the USAWC. Most (12 of 13 in the Department of Command, Leadership, and Management (DCLM)) are military officers. By virtue of being career military personnel, they reinforce the notion of this program being by and for military officers. Even the non-military instructors (e.g., the one civilian faculty member in DCLM and Otto

Kroeger) have extensive experience with the military and its culture. The result is that the faculty, while having different areas of specialization, all share a common bond of being comfortable in and around the military establishment. This comes through clearly to the outside observer, as well as to the participants.

Administrative Support Staff. The broad scope of the USAWC necessitates a large support staff that goes far beyond the size of any other program in this study. Because the USAWC serves as both an academic center and as a military base, it requires support services associated with both. The support staff must not only attend to the participants and their families' needs while in the program, but also in planning and executing their physical transfers to and from Carlisle. All of these needs, including the transfers, must be carefully timed so as to mesh with the academic program schedule. These services can be particularly challenging to provide for the international fellows. In sum, the administrative support function is particularly critical at the USAWC because of the scope of the program and because participants at the USAWC are considered to be in full-time duty status.

Objectives

The objectives for the orientation period and the Strategic Leadership course were described earlier. Essentially, they provide an overview for the entire experience, and encourage exploration of self, as well as executive work in the military. These particular objectives support the primary objectives for the entire USAWC experience, which is for the participants to develop "the appropriate frame of reference" so that they will be able to exercise "executive level leadership" in future assignments (Department of the Army, Executive Leadership: 2-9).

The frame of reference concept mentioned above is described by the military as having four key components - systems understanding, understanding of second order effects, future focus and vision, and proactive reasoning. All four components contribute to a picture of the executive as one who is operating at the strategic level and not at the hands on, more tactical level. Further, Executive Leadership describes this perspective as enabling one to exercise "executive leadership," which consists of both "direct and indirect organizational skills." Together, the Army's concepts of perspective and executive leadership help make clear that the overall objective of the USAWC is, as a faculty member said, "to get the participants up out of the trenches to a more strategic level" (Executive Leadership: 2-9).

Summary of Contextual Analysis

Analysis of the contextual factors shows that the nine-month USAWC program is a key transitional experience for military officers. Participating in the program will serve to distinguish them from their peers, set the stage for promotion and continued military service, and broaden their overall perspective. Yet despite these significant developmental experiences and changes, the USAWC provides the continuity of the military culture. All peers, faculty, and administrative support staff are thoroughly grounded in military values, history, language, artifacts, procedures, and other cultural components. Additionally, since almost 3/4 of the participants (72 per cent of the 1990 class) have graduate degrees upon coming to USAWC, and since successful completion of the program does not yield an accredited degree, much if not most of the payoff must come from the value that the military community places on the experience.

CONTENT

The content of the orientation session and the Strategic Leadership course gives insights into the USAWC views on executives and leadership. The content addresses both the individual and the system. Individually oriented activities include the diagnostics (Myers Briggs, KAI, Lead Self, Senior Leadership Inventory), the writing assessment, and work with APFRI. System-oriented content examples include those activities which seek to improve the participants' understanding of the system - the military enterprise and its leaders. Though the bulk of time and energy is devoted to the latter, it is noteworthy that a portion of the program is geared around the individual gaining self awareness.

A review of the content of the orientation period and the Strategic Leadership course shows that the USAWC believes that leadership for military executives can best be taught with military examples. The cases and books mentioned in the description section are predominately military- oriented, as are the lecture and speech topics. Likewise, the futuring and selection board exercises, independent study (war time leaders), ethics, and generalship and military genius topics all utilize military-related content matter. When coupled with the contextual factors of military participants and faculty, the executive leadership topic is solely grounded in the military ethos.

Though exclusively grounded in the military ethos, the program does not wholly ask the participants to accept the system and its leaders as being infallible. Rather, certain encouragement for independent thinking is found in some of the content. The ethics cases serve as good examples when the participants have a chance to review key incidents and decisions in light of their own ethical and moral beliefs. Yet, in total, the content (like the USAWC campus itself) seems to be entirely self-contained, within the world of the military.

PROCESS

The development process in the orientation seminar and Strategic Leadership course utilizes many methods. The participants, through the MBTI, KAI, Lead Self, and LSI diagnostics have the opportunity to gain some awareness about themselves and to reflect on that information in terms of the content being presented in the Strategic Leadership course. More specifically, they can contemplate how their personal profile (MBTI type, Innovator-Adapter, and Leadership Style preference) relates to demand of senior leadership roles in the military. For example, a participant who finds himself / herself to favor a hands-on, "telling" (S1) Leadership Style may realize the challenges they will face in the indirect leadership skill areas highlighted in the Army's definition of executive leadership.

The diagnostics mentioned above, the APFRI interaction, the social portions of the program (e.g., softball, family trips), and the selection board exercise all contribute to the notion that the USAWC is interested in the participant as a whole person, including their individual characteristics, their physical condition, their family, and their social life. Interestingly, a component of the selection board exercise is for spouses of the participants also to go through the process of selecting colonels from a real life applicant pool. A faculty person said that normally the selections of both the participants and the spouses closely match those of the actual Army selection board. The chief result of this is twofold. First, the selection board's status is legitimated. Second, the cohesion of the Army culture is strengthened by virtue of all three groups arriving at similar decisions.

The learning seminars also present many opportunities for development. For example, while I was at the USAWC, the United States announced plans to send troops to Saudi Arabia in response to Iraq's invasion of Kuwait. General Colin Powell, Chairman of the Joint Chiefs of Staff, and Dick Cheney, Secretary of Defense, held a joint news conference to explain the deployment of troops and to respond to reporters' questions. The seminar group I was observing watched the newscast in its entirety, and then spent about 45 minutes discussing it. This spontaneous adjustment of the group's scheduled and subsequent discussion / behavior pointed out the multiple types of development taking place.

First in the discussion was an exchange of information that the various seminar members had about the Middle East, and more specifically about the military's mission as described by Powell and Cheney. Clearly, seminar members learned from the contributions of information from their fellow members. Second, the discussion centered around General Powell's adept handling of the media - fully answering those questions which helped him to get out his message, and smoothly side-stepping those which he wanted to avoid. The group spent close to twenty minutes discussing the techniques Powell used (e.g., saying his central message repeatedly, and conveying emotions through body language). This critical incident of the seminar group watching and discussing the newscast had, at a minimum, the following effects: 1) it reinforced the message that the military's sphere of operation is the world, and that an emergency can happen at any time; 2) it made the point that the USAWC is about preparing military executives who are capable in real situations such as the Middle East crisis and not about maintaining an academic schedule; 3) it presented an opportunity to learn about a particular mission in a particular part of the world; and 4) it presented an opportunity for the aspiring executives to observe, critique, and possibly someday model General Powell's behavior during the press conference. I was struck by the breadth of learning opportunities which presented themselves and by the learning seminar's flexibility which allowed many of those opportunities to be potentially realized.

Like the incident described above, the case studies, lectures, and independent research projects all present development opportunities. Yet interestingly, because most of the lecturers, speakers, case study figures, and to a lesser extent faculty, are military establishment executives, the constant thread of development opportunity lies in the area of behavior modeling. If you want to be a military executive, who better to model yourself after than the constant stream of military executives which pass in front of you as a participant? Learning and practicing the behaviors exhibited by the military executives would seem to be a prudent step in the direction of joining them.

A conversation with a faculty person about writing evaluation and assigning grades on projects brought out the difficulty in passing judgment on the work of people already deemed to be high quality performers. He said that while most participants welcome the evaluations, some take exception to being graded and especially to having their writing critiqued. Yet, he said that the USAWC stood firm on this issue and would continue to give grades and evaluate writing. This points to the strength of the military culture, and its emphasis on the system's right to pass judgment and impose standards on participants.

SUMMARY

The orientation period and Strategic Leadership course serve as the beginning of a nine month program which will be a major, planned career transition for all of the military officer participants. For the non-military participants, it will be, at a minimum, 3/4 of a year spent physically and mentally away from their sponsoring organizations. During this time, it is hoped that the participants will develop "the appropriate frame of reference" to enable them to exercise strategic leadership. Though the program addresses both the individual and the system, the bulk of effort seems to be devoted to understanding the military system. This military system is presented and discussed by people primarily from within the system itself - past and present military executives.

The USAWC's context, content, and process factors also all point to a program which attempts to reach many aspects of the participants, including their personality preferences, their physical condition, their family and their social life. To achieve this, the program manifests tremendous breadth in support services, topics covered, and learning methods. However, at the same time, this breadth is bounded by the military culture and its means of doing business. The system does not hesitate to give grades, require learning seminars to have softball teams, and to utilize military executives as the instructors. The result is an opportunity for individual growth and development and further socialization into the military culture.

CHAPTER SEVEN

CENTER FOR CREATIVE LEADERSHIP: SELF-AWARENESS & THE GENERIC LEADER

From October 7-9, 1990, I observed the Leadership Development Program (LDP) at the Center for Creative Leadership (CCL) in Greensboro, North Carolina. This five and one-half day program is offered to senior employees from any organization. The entire program took place at the CCL facility in Greensboro.

PROGRAM DESCRIPTION

CONTEXT

LDP is one of the major program offerings of the Center for Creative Leadership (CCL). CCL is a non-profit educational institution which attempts positively to influence people in leadership roles by working with them on the latest knowledge about creativity and leadership. Founded by a grant from the Smith Richardson Foundation in 1970, CCL has grown to be a financially independent entity. Yet its mission to focus on theoretical and practical aspects of creativity and leadership has not changed. This mission is carried out at the four permanent center locations - Greensboro, North Carolina, Colorado Springs, Colorado, La Jolla, California, Brussels, Belgium, and at various licensed sites around the world.

LDP is being offered 37 times in 1991 at the Greensboro site and numerous times at the other sites, making it the most frequently offered CCL program. The other program offerings, numbering about 25, include programs such as Benchmarks Workshop, Effecting Change, Executive Women

Workshop, Leadership and Team Work, Leadership at the Peak, Targeted Innovation, and Workshop in Organizational Action. In total, these programs constitute one of the three major thrusts of CCL - joining research and publications.

The fee for participating in the five and one-half day LDP session prior to July 1, 1991 is $3,500, excluding transportation and lodging. After July 1, it will go up to $3,700. However, tuition reduction is available for some women, people of color and managers in not-for-profit and government agencies. The 1991 program guide says that CCL provided approximately $240,000 in tuition assistance in 1989 (CCL 1991 Programs: 5). Additionally, CCL sets aside one scholarship per public program.

The LDP session I observed had 23 participants representing a wide variety of professions, sponsoring organizations, and geographic locations. Examples include a brand manager from Kraft General Foods in Illinois, a technical director from Weyerhaeuser Company in North Carolina, a field services director for the American Heart Association in North Carolina, and a general manager from Sermatech International in the United Kingdom. Only 2 of the participants worked for the same organization and they were physically located in two different parts of the United States. Because of this wide diversity, it is difficult to speculate on the participants' reasons for being in the session and how, if at all, it might affect their career paths. The Program Director did say, however, that some organizations were making the LDP a required part of their employee development program.

The LDP session I observed took place at the CCL Greensboro facility, which is a modern complex set amidst a lovely wooded site.

The facility and its general location give the visitor a sense of serenity. The layout and furnishings of the building struck me as a cross between corporate America and higher education. The corporate sense came from the nicely coordinated color scheme, modern office equipment and original artwork on display. The higher education theme came from the seminar style, arrangement of the main program room, and the wide array of high technology teaching tools, including video cameras, recorders, monitors, and modern overhead projectors.

Meals for the program are served in the CCL dining room, a bright facility with a large outdoor patio. Participants eat all meals there, except for the banquet on Thursday night which is held off site, at a nearby restaurant. The CCL facility does not have any sleeping rooms. Participants stay at a nearby motel and shuttle back and forth in a van which is provided by the motel and is at their disposal for the duration of the program. The Director of the Leadership Development Program said that the arrangement with the local motel works very well, and that CCL has no plans or desire to add sleeping rooms to their facility.

The Director of the LDP coordinates all of the program offerings and insures adequate administrative and faculty support. Because of some contextual aspects of this program (e.g., relatively short length of program, no structured evening programs and travel / sleeping arrangements being the responsibility of the participants), administrative support during the actual program is minimal. Faculty actually help the participants with any administrative issues which may arise. The administrative support demands of this program are most heavy prior to the beginning of the program. Then, the work involves organizing and mailing introductory materials and scoring the completed instruments which participants return. CCL Greensboro has an entire section of people who handle the scoring of instruments for LDP and the other CCL programs.

Faculty members for the LDP are split between two roles, feedback and instruction. The feedback role consists of observing the participants on the afternoon of the first day (Sunday), and working with the participants all day on Thursday in one-on-one and group feedback sessions. The instruction role consists of presenting content modules to the participants on the other days of the program. In the program I observed, there were twelve faculty giving feedback and three involved in instruction.

The 1991 Programs guide lists fifty-one people as part of CCL's permanent teaching staff. Of that group, approximately half hold Ph.D's. Of those, over three quarters have been trained in psychology, or a closely related field (e.g., industrial / organization psychology, educational psychology, counseling). Those not holding a Ph.D have a variety of educational backgrounds ranging from divinity to business and economics. The three instructors for the LDP session I observed consisted of two men and one woman, one holding a Ph.D. in psychology, one holding an M.B.A. with graduate work in counseling, and the third holding a B.Sc. with extensive work in the area of innovation.

Objectives

The objectives for the program are described in the 1991 Program guide under the headings of "Purpose" and "Major Goals of the Program." They have been reproduced below, exactly as they appear in the guide.

Purpose

* To identify, practice, and improve leadership skills.
* To increase self-awareness through regular feedback on performance during the program.
* To develop measurable goals which can be achieved after the program.
* To stimulate further personal and career growth.

Major Goals of the Program

* A better understanding of personal strengths and weaknesses.
* Discovery of how others see your leadership behavior.
* Improved skill in giving feedback to subordinates on their performance.
* Development of new leadership styles and behavior.
* Increased effectiveness in meetings.
* More clearly defined personal goals.
* Increased confidence for leadership.

When given a chance to elaborate on the objectives of the program, the LDP Director said that the thrust of the program was "...to increase the participants' awareness and to present them with strategies to act upon what they learn." "This is not a skills program," he said, to emphasize that while the program does address some behaviors and skills, participants do not practice specific behaviors or skills to attain a specific level of proficiency or competency.

The LDP typically begins on a Sunday afternoon about 1:00 p.m. The Sunday session lasts about 6 hours (until approximately 7:00 p.m.). The Monday - Friday sessions are scheduled from 8:00 a.m. to 5:00 p.m., with a one hour break for lunch. On a typical day, the group would complete one content area module (e.g., the creative leadership process) in the morning and another module in the afternoon. The only evening event scheduled is a banquet on Thursday. An overview of the agenda is shown in Figure 8 (Appendix).

CONTENT

The program begins with a focus on data collection through the use of diagnostics and observed activities. In the pre-work for the session, participants are asked to complete the Kirton Adaptor Inventory (KAI), the Myers Briggs Personality Profile (MBTI), and the CCL Leadership Style Inventory (LSI). During the opening Sunday afternoon session, participants are given a series of timed tests and structured group exercises in which they generate more data about intelligence levels (e.g., the Shipley tests) and about interpersonal abilities (e.g., through simulations such as Energy International). Professionally trained observers gather data about the participants during the structured group exercises. The result is that after the pre-work and the first session, a tremendous amount of data about the participants has been collected and hopefully the participants have begun to reflect on their own strengths and weaknesses.

On Monday, the program presents two modules, the Creative Leadership Process, and Performance Development. The Creative Leadership Process explores an eight phase interactive model of assessment, formulation, transformation, goal setting, planning and organizing, control and evaluation, implementation, and reassessment. This model is explored in light of the results of the KAI which show participants their self-reported tendencies to adapt (i.e., work within the system) and to innovate (i.e., go outside the system). For further detail on the theory underlying KAI, see Kirton (1976). Performance development helps participants develop strategies for improving their performance and that of others in a variety of situations by conducting a situational analysis and assigning performance objectives to the various situations. The results of the LSI (a modified Hersey and Blanchard "Lead Self / Lead Others") are used to assist in this work.

On Tuesday, two more modules are covered, Decision Making and Utilizing Group Resources. The Decision Making module presents five possible decision styles:

L1 - Decide Alone
L2 - Seek Information & Decide Alone
LF1 - Consult with Others & Decide Alone
LF2 - Consult with Entire Group & Decide Alone
M - Share Problem and Decide as a Group

The model also says that different situations require different kinds of decisions. The decision styles are then related to personality temperament types via the use of the MBTI results. For example, INTJ;s may have tendencies to prefer L1 and L2 decisions styles, although certain situations may be better suited to more group-oriented decision styles. Utilizing group resources focuses on setting a creative climate for success by balancing attention to task and relationships. Feedback from a group activity and a discussion about "A Creative Leadership Window" (an adaptation of the Johari Window) are key components of this module.

All of Wednesday is spent on "Learning to Learn from Experience." This module is based on the belief that many excellent leaders are excellent learners. After exploring a model of learning from experience, and working with some of the information that has come to light during the LDP, participants begin to map out a strategy for learning that will facilitate their continued growth and help them avoid career derailment. Much of this module is based on the written work of

Maria Beesing, Robert J. Nogosek, and Patrick H. O'Leary called The Enneagram: A Journey of Self Discovery, and Morgan W. McCall, Jr. and Michael M. Lombardo's Preventing Derailment: What to Do Before It Is Too Late.

Thursday is a complete day of feedback. One half of the day is spent in one-on-one sessions in which a participant and a faculty person review the results of the participant's instruments and observed structured activities. The other half of the day is spent in group feedback sessions in which participants give feedback to and receive feedback from the other participants. At Thursday evening's banquet, the group formally celebrates the growth and development which has occurred.

Friday is the final day of the program, and as such is used as a means to pull the week's events together and to help the participants make the transition back into the work world. The first part is spent exploring and working with a goal setting model through which the participants map out their plans for continued development and success. The second part of the morning consists of a program evaluation and some closing remarks.

PROCESS

CCL describes the development process of the LDP as being grounded in the "...latest in psychological principles, research, and learning techniques" (CCL document, 1988). Further, it says, "...the program supplies four types of exciting, challenging opportunities essential to effective leadership." They include 1) learning from formal instruction and reading; 2) learning by doing; 3) learning by receiving feedback; and 4) learning through the process of change.

Learning from formal instruction and reading refers primarily to the Monday, Tuesday, and Wednesday sessions in which modules on the creative leadership process, performance development, decision making, utilizing group resources, and learning to learn from experience are presented. Though these modules do involve some other methods of learning (e.g., group activities), formal instruction and reading highlight the above-mentioned modules. Formal instruction often takes the form of a lecture followed by an activity. Reading materials often augment the lectures and activities, and serve as valuable reference materials.

Typical in this regard is the module on performance development. In the LDP I observed, this module consisted of a 2 hour lecture period, and a 1 1/2 hour period spent on activities relating the materials to the participants' work situations. Both of these were supplemented by reading materials contained in the participants' notebooks. Finally, the participants were provided with a list of reading references, which for the performance development module includes Hersey and Blanchard (1988) and W.J. Reddin's <u>Managerial Effectiveness</u>.

Learning by doing is a process approach which refers primarily to individual and group activities which take place during the LDP. Participants are involved in structured activities for the purpose of putting concepts into action and seeing the results. An example I observed was a group activity in which the LDP participants were broken into teams of 4 or 5 and asked to select appropriate managerial actions for a number of organizational situations. Each time the team selected an appropriate action, they were awarded points by the instructor. Each time they made an inappropriate selection they had points taken away from them. The team which reached a certain point total first was declared the winner.

Learning by receiving feedback is a key part of the LDP. The feedback data comes from a number of sources, including self reports such as the Myers Briggs (MBTI), KAI, and Leadership Survey Instrument (LSI), reports from co-workers and other participants in the LDP and from LDP faculty. The data provides feedback on a number of areas, including intelligence, personality preferences, leadership style, and interpersonal skills. It should serve to improve the participants' self-awareness and help in constructing an action plan for future development.

Learning through the process of change refers primarily to the last day of the program, in which the participants build a self-development plan which centers around areas of their work life that they want to change. Using the information gained though the preceding portions of LDP, participants construct change-oriented plans using goal setting techniques. The plans should contain realistic, measurable items which will bring about the desired change and associated development.

In summary, the four types of developmental opportunities mentioned by CCL and explained above contain a number of developmental methods. Within the formal instruction and reading category are lectures, presentations, class discussions, workbook exercises, and reading from the workbooks, handout materials and reference readings. Learning by doing involves completing tasks in both individual and group settings in an effort to reinforce program concepts and / or to generate data which can be useful to the participants. Receiving feedback also refers to a broad category of methods which includes the use of diagnostics, co-worker and LDP participant observations on leadership and interpersonal skills and faculty observations of LDP participants completing individual and group activities. Finally, learning through the process of change includes asking participants to identify areas in their lives that they would like to change and developing plans to make that change occur.

PROGRAM ANALYSIS

This section will provide an analysis of the LCD program just described. It will utilize observations about the program's context, content, and process to explore some of the assumptions of the program, and to see to what degree various aspects about the program contribute to a unique, coherent program identity or leadership paradigm.

CONTEXT

Program Location

The history of CCL affects the way LDP and other programs are perceived by participants and by outside observers. Since CCL is only a little over twenty years old, everything about it looks new and modern. Accordingly, many of the professional staff have only been with the Center for a short period of time. Likewise, CCL's status as a not-for-profit organization that got its start from the vision of H. Smith Richardson (the person largely associated with the success of the Vick Chemical Company) gives it ties to both the corporate and not-for-profit worlds, while retaining its independence. The result is that CCL's history contributes to its present image as a modern, independent institution whose programs are appropriate for a wide array of professionals, including private and not-for-profit organizations.

Other Contextual Factors

Participants. The LDP participants reflect the broad based appeal mentioned above. Participants in the session I observed represented private sector companies as diverse as AT&T, Union Pacific Corporation, and Hallmark Cards, Inc. Likewise, not-for-profit sector participation came from representatives of the American Heart Association and the Community Bible Church. Though there were not any government employees at the session I observed, the LDP Program Director said that government managers often attend. The major significance of this wide range of participants is to help point out CCL's belief that leadership is generic, and is applicable to organizations in all sectors. Unlike other programs which have tried to customize leadership principles to a certain organization (e.g., Bell South) or sector (e.g., Kennedy School of Government), CCL represents the broadest interpretation of the applicability of leadership, as is evident from its broad participant base.

The wide range of participants at the LDP has some other effects as well. First, it makes it unrealistic for the participants to expect to strengthen their professional networks while at the session, as the likelihood is slim that any of the other participants are key contacts in their organizations or areas of business. However, one could argue that this lack of peer presence provides the proper social environment for the type of individual introspection, awareness, and commitment to change that LDP is designed to facilitate. Without such an environment that is socially safe and free from "fallout" back on the job, participants would probably be less likely to engage in the difficult personal issues which can accompany individual growth and development.

Facilities. The facilities, too, serve to provide an environment conducive to individual growth and development. The serene, wooded setting mentioned earlier certainly provides opportunities for periods of solitude during breaks and lunchtime. In fact, on both days of the site visit, I saw participants walking alone and in small groups along the trails in the woods.

Likewise, the indoor facilities and equipment support individual growth and development and contribute to the quality of the LDP experience. For example, the specially designed and equipped small group activity rooms and observation rooms allow the participants to get a much more accurate perspective on individual and group behaviors. One-way mirrors allow individuals to be unobtrusive observers and, with the help of a faculty person, can help them gain true insights into interpersonal skills and group dynamics. Similarly, the videotape equipment can be utilized to capture and play back individual and group behavior as it actually occurred and not as one might remember it.

Faculty. The faculty described above plays a significant role in defining the image of CCL and of LDP. Specifically, faculty members can be characterized as relatively new employees of CCL, coming from diverse work experiences, and highly educated in the fields of psychology, education, and counseling. Because the Center is relatively new and continually expanding, new faculty are being added each year, and the new additions are coming from a variety of sources. For example, the three faculty mentioned earlier had an average full-time tenure with CCL of about five years and came from academia, a computer company in the United Kingdom, and from a similar assignment at another executive development provider. This newness to the organization and breadth of previous work experience helps signal an inflow of new talent and ideas that will be applicable to participants from varied work environments.

That the faculty educational backgrounds are particularly strong in psychology, education, and counseling is consistent with the focus of LDP being on the growth and development on the individual. Those three academic fields are particularly sensitive to the needs of individuals. Had the focus of the LDP been at the interorganizational / environmental level, and / or the organizational level the more appropriate dominant backgrounds would be economics, political science, planning, public and business administration, and sociology. Yet, given the format of LDP which involves the use of numerous diagnostics, many feedback sessions, and the development of a personal growth plan, the faculty educational backgrounds would seem to be well-suited.

Administrative Support Staff. Unlike many programs in which administrative support staff are highly visible, LDP administrative support staff were behind the scenes. There are a few primary reasons for this. First, the majority of the support staff work involves sending out advance information and scoring diagnostics. This work is done by staff people who also service other CCL programs and are physically located in an office area away from the portion of the facility used for the LDP. Second, the meals are served in the CCL cafeteria which serves a larger clientele than just the LDP participants. Finally, the participants are housed off site and given their own transportation to and from the motel and CCL, thereby limiting the CCL support time to that period between breakfast and dinner. When asked if CCL would like to add sleeping rooms to its facility, the LDP Director said that they were pleased with the existing facilities and had "...no plans or desires to get into being a 24 hour per day operation."

Objectives

As mentioned earlier, the program guide spells out both a purpose and major goals of the program. Some key elements of the purpose are to identify, practice, and improve leadership skills; increase self-awareness; develop measurable goals, and; stimulate further personal and career growth. Some of the goals of the program include understanding personal strengths and weaknesses; discovery of how others see your leadership behavior; improved skills in giving feedback; development of new leadership styles and behavior, and; more clearly defined personal goals. These LDP objectives are specifically centered around building the leadership capabilities of the individual participants. They also utilize language often associated with psychology, counseling, and other individually-oriented disciplines such as "self awareness," "feedback," "personal and career growth," "giving feedback," and "clearly defined personal goals." These objectives, as written, are relevant to managers in virtually any organization and do not imply any organizational or environmental specificity. Hence, the objectives of the LDP are consistent with the roots and thrust of CCL.

Also from the objectives, it is evident that LDP views leadership as a series of styles which are exercised in different ways depending on the situation. Because leadership is framed in this way, rather than as political savvy, or some other general approach to leadership, it makes sense that the program consists of gaining awareness of one's own leadership style, learning about other useful styles and developing a personal plan of action to expand the individual's range of leadership styles. Though certain skills (e.g., giving feedback) are critical to a range of leadership styles, they are not the central focus of this program, as they are in some other programs. Accordingly, the LDP Director's comment reported earlier that, "This is not a skills program" is borne out by the objectives.

Summary of the Contextual Analysis

Analysis of the contextual factors shows a leadership program targeted at individuals from a wide range of organizations. It also shows an environment and faculty which are supportive of participants' increased awareness, reflection, and commitment to a developmental plan. Additionally, it shows a sponsoring organization that is viewed as vibrant, growing, and in touch with the latest leadership developments. Finally, it reveals program objectives consistent with the individual focus, the breadth of the program participants, the educational backgrounds of the faculty, and the CCL facilities.

CONTENT

The content of the LDP also sheds light on some of the assumptions about leadership and executives. First, and most obvious, is a point already raised in the contextual analysis - the individual focus of the program. The diagnostics used (e.g., Myers Briggs, KAI, LSI) all are centered around developing data on the individual executive and not around his/her work team, organization, or general business field. Similarly, the program modules (e.g., the Creative Leadership Process, Performance Development & Decision Making) have an individual focus. Finally, the capstone activity of constructing an individual development plan maintains this focus and does not venture into broader areas such as strategies for improving the sponsoring organization or in analyzing larger political, economic, or social conditions.

Beyond the individual focus, the LDP content also shows a commitment to the belief that leadership and successful executive performance requires different behaviors in different situations. The formal presentations in the modules, the LSI, and a number of other specific content areas are examples of this belief. Yet when asked if the LDP was solely based on Hersey and Blanchard's situational leadership, the LDP Director emphatically said no. He indicated that while that work was significant, "...no leadership theorist says it all. We see leaders as being self aware, having good interpersonal skills, and being good decision makers. Toward that end, we not only rely on Hersey and Blanchard, but on a number of other works as well, including those of Bernard Bass, and a lot of the literature on decision making."

Though the LDP has participants from a wide array of organizations, the program primarily uses case examples and activities which involve realistic organizational situations. For example, Energy International (a personnel selection simulation) is used, as are other realistic scenarios such as those situations contained in the performance development module. CCL has chosen to rely primarily on these realistic work situations rather than primarily on non-realistic work activities such as those involving non-work situations and examples. Apparently, they believe that the participants can best transfer the learning and applications to their own real world work situation, if the situations and examples are similar to their work setting. This also implies a belief that they will not be blocked in their learning by the fact that their organization might be quite different from those used in the LDP cases and activities.

The content also reveals a belief in the value of studying unsuccessful executives. Based on CCL's work on "the process of derailment," LDP encourages participants to explore their "basic drives" and to look at some behaviors that could derail them from becoming successful executives and good leaders. For example, "perfectionist" executives can experience early career success based on the high quality of their work. Yet over-attention to perfection can cause an individual to miss "the big picture," and consequently become derailed before reaching a top executive position. LDP provides the participants with a way to avoid derailment by enhancing their "learning perspective."

Encouraging participants to enhance their learning repertoire is consistent with a CCL assumption that leaders are excellent learners.

LDP teaches the participants that if they are to become excellent learners, they must assume personal responsibility for their own growth and development. Toward that end, the LDP concludes with a content module on building a personal development plan for each participant to enhance his or her learning repertoire. Implied in the program is the assumption that everyone needs expansion and development to improve their leadership abilities and that no participant has "mastered" the practice of leadership. This approach stands in stark contrast to the competency based approach which would require each participant to demonstrate their competency in various behaviors or skills associated with leadership.

Finally, because of many of the basic assumptions outlined above, the LDP can be characterized as pro-change at the individual level. All participants develop a plan specifically designed to assist them in a personal program of change, geared toward improving their leadership capabilities. This is consistent with the belief that the only real development executives can experience comes through personal change. It is also in opposition to the implied view of many development programs which attempt to increase the knowledge of the participants, but not to change them as individuals. LDP, because of its exclusive focus at the individual level, is silent about the need to change organizations and / or the larger environment in which organizations exist.

<u>PROCESS</u>

The many methods used by CCL point to a program geared at making the course content relevant to each participant in the program. The LDP session includes a heavy emphasis on one-on-one interaction, both in the form of instructor-participant and participant-participant. Accordingly, it would be difficult, if not impossible, for a person enrolled in the program to sit passively through the LDP and not engage the materials. All of this is consistent with my findings concerning the individual orientation of LDP.

A key part of the LDP development process of the LDP is feedback. The diagnostics provide feedback to the participants on a wide range of topics (e.g., personality, leadership styles). Faculty give feedback to the participants about their interpersonal skills and about their performance in structured activities. Finally, participants give feedback to each other about their effectiveness as team members and about their interpersonal skills in general. The result is a heavy reliance on feedback to provide individual participants with information that will help improve their self awareness and lay the groundwork for their developmental plans. The use of feedback is consistent with the individual focus of the LDP and with the psychology / counseling / education academic orientation described earlier.

Because the LDP utilizes a relatively large number of faculty (three module presenters, and twelve feedback professionals), a key process challenge is to integrate the work of the various faculty and to make it all meaningful at the individual level. The LDP Program Director said that a tremendous amount of effort goes into meeting this challenge. Specifically, he indicated that the faculty all participate in the Sunday afternoon session and track the progress of the group throughout the week. During my observation period, I saw all three presenters and the LDP Director spend time in the observation room (which adjoins the main program room) where they watched the faculty presenting a module and took notes about the various participant responses. This variety of faculty provides the participants with a number of perspectives and styles and also presents CCL with an integration challenge - one of which they seem to be well aware.

SUMMARY

CCL's LDP is a one-week generic leadership program not associated with a specific organization or sector of the economy. Its context, content, and process factors are arrayed toward promoting self awareness and change around leadership capabilities. It does not attempt to address issues associated with teams or organizations. Nor does it attempt to examine larger social, political, or economic considerations. At the end of the program, it is hoped that participants have not only a clearer understanding of leadership and about their own leadership capabilities, but also a specific plan of action for personal growth and change.

CHAPTER EIGHT

BELL SOUTH:
EXECUTIVE DEVELOPMENT AS AN INSTRUMENT OF ORGANIZATIONAL CHANGE

From September 23-September 25, 1990, I observed Bell South Corporation's Leadership and Values in Action program in Callaway Gardens, Georgia and at West Point Lake, Georgia. This five and one-half day course is targeted at senior managers in the Bell South Corporation who are at the "Pay Grade 6" level. The course is split between Callaway Gardens Conference Center and West Point Lake.

PROGRAM DESCRIPTION

CONTEXT

Bell South is an American corporation whose primary business interests lie in telecommunications. Bell South employees refer to life in the corporation now as "A.D." - after divestiture. Divestiture refers to the break up of A.T.T. in 1984. This event signaled a new era for the corporation, as it now not only manages telephone companies such as South Central Bell, but also "enterprise" companies. This latter component of the corporation seeks to take advantage of market opportunities and to add shareholder value through business ventures outside the domain of the operating phone companies. Bell South finds itself in a highly competitive environment and is focused on improving its competitiveness.

One method chosen by Bell South to improve the competitiveness of the Corporation was to establish the Bell South Management Institute (BSMI). The Institute was given a three fold mission (Bell South, Curriculum Catalog, 1990: Preface):

> To develop and promote management skills and attitudes that will enable managers to meet Bell South goals.
>
> * To ensure the implementation of modern quality management techniques.
>
> * To encourage individual growth and development.

Initially the Institute focused its initial efforts on working with the top management cadre. Then, over time, BSMI began addressing the needs of senior and middle managers within the corporation. Today, the Institute offers programs for employees ranging from corporate officers to first line supervisors.

Leadership and Values in Action is the core executive development program required of all Bell South "Pay Grade 6" managers. Pay Grade 6 managers are senior people within the corporation, as only Pay Grade 7 members and the corporate officers stand between them and the top of the organization. Leadership and Values in Action was designed with a sunset provision so that after all of the Pay Grade 6 managers have participated in the program, it will be disbanded. By the end of 1990, 73 classes had been through the program with the final three planned for 1991. Leadership and Values in Action serves as the prerequisite for the next course for Pay Grade 6 managers, called Achieving Peak Performance.

As mentioned above, I observed the first 2 1/2 days of the program, including the Introduction and the "outdoor component" of the program. Session 70 began with a luncheon for the 15 participants and a 1 1/2 hour introduction session. Both activities were at the Bell South Management Institute's permanent space at the Callaway Gardens resort and conference center, which is located approximately one hour south of Atlanta, Georgia. Callaway Gardens is a full service conference center with educational, residential, and recreational facilities, including golf courses, tennis courts, and an extensive hiking trail system.

In the Introduction session, the BSMI representative facilitated a discussion about Bell South's characteristics and about the corporation's need to stay competitive. During the discussion, the group offered the following words to describe the organization: conservative, structure-oriented, bureaucratic, possessing a strong heritage, and socially conscious. Regarding the need to stay competitive, the participants suggested empowering managers as leaders, encouraging positive attitudes toward the future, adding substance to corporate value statements, and "walking like we talk." The BSMI representative told the participants that Leadership and Values in Action was very consistent with exploring the characteristics just described and would begin the process of addressing the needs they mentioned.

After the Introduction session, the participants were directed to get into one of three vans which were outside and to drive according to instructions given to them by a program staff person assigned to each van. The staff representatives were cordial but not at all forthcoming in answering the plethora of questions addressed to them by the participants. "Where are we going? Will we have to sleep outside? Will we have to construct a raft?" Rather, they merely smiled and directed the vans to three distinct locations along a large, irregularly-shaped lake. There, they were met by another staff person who simply said, "Good afternoon. We would like to offer you an opportunity to get started right away with an activity. The activity is described more fully in a packet of materials located on one of your primary resources - that twenty foot pontoon boat. Please begin." The participants boarded the boat amidst looks of bewilderment and reluctantly concluded that RAMBO had begun. A more detailed description of this activity is included later in this chapter.

Later that day, the participants arrived at a large house on the shore of West Point Lake, which serves as the base location for the outdoor component. The house is the only visible structure amidst a section of wooded shoreline. It consists of approximately four large bedrooms, a large kitchen, dining room, living room, and outdoor porch. Group discussions were held in the living room, while actual activities took place in the surrounding wooded areas or on the lake.

The outdoor component is completely staffed by a consulting firm with which BSMI has contracted. The staff for Session 70 consisted of two senior consultants, two consultants, a chef, and three support persons. Likewise, the indoor component, which for Session 70 followed the outdoor component, is staffed primarily by contractors. Specifically, the indoor component staff consists of a senior consultant, three consultants who provide feedback, a BSMI staff person, and the staff of Callaway Gardens. The background of the "outdoor consultants" is in business administration, education, and outdoor skills. The "indoor consultants" had backgrounds in business administration, psychology, and counseling.

Objectives

The objectives for Leadership and values in Action are described in a handout which is distributed during the Introduction session. They are reproduced below:

Participants will:

1) Understand the meaning and intent of Bell South's Core Values.

2) Better understand different leadership styles as well as when and how to select a particular style to use.

3) Know how they are perceived by subordinates / peers in demonstrating the attitudes and behaviors that are associated with excellence in Bell South.

4) Develop a strong sense of what leadership is.

5) Develop a stronger sense of teamwork, unity of purpose, and esprit de corps.

The BSMI representative told me that they saw Objective #5 being accomplished primarily through the outdoor component. Objectives #1 and #4 would be addressed in both the outdoor and indoor components. Finally, he said that Objectives #2 and #3 would be accomplished primarily through the indoor component.

The agenda for this 5 1/2 day program is reproduced as Figure 9 (Appendix). Basically, it shows the luncheon and Introduction portion on Sunday from 11:30 a.m. - 2:00 p.m. at Callaway Gardens, the outdoor component (Action Centered Leadership) at West Point Lake (base camp) from 2:00 p.m. Sunday until Tuesday at approximately 4:00 p.m., and the indoor portion back at Callaway Gardens from 7:15 p.m. Tuesday until Friday at noon. As the agenda shows, the program is scheduled to begin most days at 8:00 a.m. and to conclude at various times. During my observation period, both days began earlier than 8:00 a.m., and ended about 9:00 p.m.

CONTENT

The content of Leadership and Values in Action (LVA) is described in this section. Here, a more detailed look is given to the subject matters covered, the theoretical or conceptual work behind the content and the sequencing of materials.

LVA is built around Bell South's explicit treatment of the organization's values and its view of what constitutes an "excellent executive" within Bell South. Bell South's organizational values are:

* Pursuit of Excellence
* Respect for the Individual
* Customer First
* Positive Response to Change
* Community Mindednesss

The Bell South Excellent Executive is expected to embody those values through behaviors which involve - Bell South; Leadership; Task, Team, and Individual Efforts; Customers; and the Community. Additionally, BSMI has made an explicit effort to show how the behaviors associated with the excellent executive relate to the corporate values (see Figure 10, Appendix).

As reported above, the outdoor component began with an activity in which the participants had a task to complete (finding the base camp) and a number of resources to utilize, including boats, maps, instructions and portable radios. The base camp could be located fairly easily if the three boats collaborated. However, if they chose to approach the task in a competitive sense (i.e., "our boat against theirs") the camp would be very difficult to find as none of the three boats alone had enough information to lead them to the proper location. The participants of Session 70 were hesitant to collaborate at first, with each boat trying to "beat the others." However, after approximately sixty minutes, all three boats experienced frustration at not being able to locate the camp and they began to work collaboratively. The participants from the three boats finally shared their information and, together, located the camp just as the sun was setting.

The activity of finding the base camp, called Quest, was typical of the content which made up the outdoor component. After Quest, the participants assembled in the large living room for a "debriefing of the activity" in which the focus was on the question, "How did the participants define the group? Was it the participants on one boat, two boats, or on all three boats?" The consultants facilitated a discussion around this central question and related it to the Bell South Excellent Executive behavior of supporting the entire corporation. They also introduced the remainder of the course by saying it would be activity-based and geared around the Bell South Values, and Excellent Executive characteristics.

The remainder of the outdoor component consisted of activities with names such as Probe, Traffic Jam, Net, Bog, and Network. It concluded with an elaborate, full day rescue simulation, called Rubicon, in which resources such as boats, vans, and ropes were utilized. The activities were sequenced in such a way as to be progressively more complicated, thereby requiring more effective communications and presumably more sophisticated leadership. Each activity was debriefed, using the actual occurrences of the group to bring out key aspects of the Bell South Executive model. Participants became comfortable with analyzing their actions in terms of their effects on the task, team, and individual aspects of the activity, and with relating the activity to some aspect of work at Bell South.

The indoor component of the program is designed to have its content complement that of the outdoor program. It begins with a one-half day presentation and discussion about values and more specifically, the Bell South values. It is followed by a 1/2 day session on applying the Bell South values and excellent executive characteristics to the two key leaders in the movie "The Bridge on the River Kwai" - Colonel Meholson and Colonel Saito. This brings the out the notion of situational leadership and introduces the participants to Bell South's adaptation of Hersey and Blanchard's work in the form of the Bell South Leadership Inventory (BSLI). It concludes with some one-on-one feedback based on the previously completed BSLI, and construction of an individual action plan for each participant.

LVA, through its indoor an outdoor components, serves to introduce the participants to Bell South's values and to its meaning of executives and leadership. The participants leave the program with not only improved understanding of the company's perspective, but also a host of activity-based experiences, some direct feedback on their leadership behavior, and a personal action plan from which to work.

PROCESS

The BSMI representative described the process of the outdoor component as being "experiential," or "experienced-based," as does the promotional material put out by the managing consultant. The Bell South 1990 Curriculum Catalog notes that the outdoor component consists of group activities. Both descriptions are true because the participants are accustomed to learning experiences related to leadership, and those experiences come from participating in group activities. No individual activities take place in the outdoor component.

The consultants also emphasize that the learning process in the outdoor component is based in adult learning theory. At the first debriefing, they explain to the participants that they will only get out of the program what they, as participants, put into it. Further, they say that the outdoor environment has been chosen because it does afford participants opportunities to explore new ideas and behaviors while still remaining safe.

The earlier description of how Quest began is similar to how all activities in the outdoor component begin. Very little introduction to or description of the task is done, as the way the group makes sense of the task is seen as a very important part of the activity. Similarly, the consultants will only intervene if there appears to be a safety or health hazard. After each activity, a debriefing is done to allow the participants to learn from their actions. The consultants have sequenced the activities and planned the debriefings so that certain central points emerge from each activity. For example, in Quest it was the notion of "Who is the group?" In Probe, it was non-traditional thinking and accepting change. In Net and in Bog, the concepts of task accomplishment, team development and individual needs were explored. All of the above is done by using the specific behaviors which take place during the group activity as data from which to work.

In the debriefings, the objective is for the participants to see the connections among three components - some specific behavior that took place during the activity, the concept that the activity is designed to bring forward, and some application from work at Bell South. The consultants and the BSMI representatives told me that the "quality of the debriefing discussions" was a good indicator of how well the program was going.

In the indoor component, more traditional classroom-oriented process learning methods are utilized. For example, presentations, group discussion, individual feedback sessions, case studies, and individual action planning all take place. Yet, the degree to which Bell South has integrated and "customized" the program materials makes the process approaches seem less like standard approaches and more like methods unique to the Bell South program. An example is a case study done on the leadership styles of the protagonists in the River Kwai movie. The case analysis booklet, produced exclusively for this course, combines the behaviors seen in the movie with the Hersey Blanchard Situational Leadership Model and the Bell South Excellent Executive model. Similarly, in the individual feedback session, the participants are given feedback from the Bell South Leadership Inventory, a customized version of the Hersey Blanchard "Lead Others."

As is obvious from the above, the striking difference in outdoor and indoor contextual factors is mirrored in the differences in process methods utilized in the two components. The group action debriefing approach is very different from the more cognitive classroom approach of the indoor component. Also, the outdoor component focus is clearly on the group, whereas the indoor component tends to focus more specifically on the individual.

I have described the program in this report in the sequence that Session 70 experienced it (Introduction - Outdoor - Indoor). Actually, half of the sessions complete the program in the reverse order (Introduction - Indoor - Outdoor). The BSMI representative said that this allows them to complete two sessions in one week and makes the most efficient use of the facilities, staff, and consultant time.

PROGRAM ANALYSIS

This section will use the observations of the preceding section and explore some of the program's implicit and explicit beliefs about executives and leadership. Through this analysis, a clearer, more coherent picture of Bell South's LVA program will emerge.

CONTEXT

Program Location

LVA, to employees in Bell South, is much more than just another training course. Rather, in many ways, it represents the future at Bell South. This is true because the course and BSMI are closely associated with corporation Chairman John Clendenin. Clendenin started the

Institute in the aftermath of divestiture as a means of changing the culture of the corporation and making it more competitive. Additionally, Clendenin, the corporate officers and those in Pay Grade 7 go through a course very similar to LVA called "The Leadership Challenge - Pursuing Excellence." Though similar to LVA, that course is seven days in length and looks at some interorganizational / environmental issues. Through personal association with the Chairman, LVA is regarded as the domain of the top echelon, and as a harbinger of the future for themselves as well as the corporation.

LVA also plays an important role in trying to bring together the idea of Bell South as one corporation and not of Bell South as a loose connection of highly specialized, individual companies. Since divestiture, Bell South has diversified and decentralized tremendously. LVA is an opportunity to de-emphasize the differences and to emphasize the common elements. By bringing together representatives from the various operating telephone companies, corporate headquarters and the enterprise companies, LVA seems to be in a position to serve as an integrative force within Bell South.

<u>Other Contextual Factors</u>

<u>Participants</u>. As mentioned above, the focus of LVA is on senior managers at the Pay Grade 6. Yet, within that broad construct, Session 70 participants showed diversity. First, they represented very different parts of the corporation (e.g., Corporate Information Office in Atlanta, and an enterprise company in Florida). Second, they were from a wide range of professions (e.g., pricing / economics, airplane pilot). Third, they varied in age and in tenure with Bell South. Many

of the older participants had twenty to thirty years service, while three of the younger participants had ten years or less. The result was a mix of Pay Grade 6 managers from all across Bell South.

One of the participants in the group was a scholarship holder from Atlanta, Georgia who had been in the education profession for thirty years. Bell South allocates one such scholarship slot per session to managers of the Atlanta School System. The BSMI representative and the consultants agreed that this additional perspective is often valuable to the group. To me, this contextual factor also has other meanings. Participants are provided with an example of the corporation "walking like they talk" with respect to the Bell South value of community mindedness. Also, it says that even though the program materials have been customized toward Bell South, these leadership concepts and skills are applicable to other professions and organizations as well.

Facilities. The facilities for LVA play a major role in conveying a sense of the program. Callaway Gardens is a high quality, full service resort and conference center with sprawling grounds and gardens. Its classroom and dining facilities are first rate and support the indoor component activities. Additionally, the BSMI permanent presence there adds a special sense of belonging for the participants as they see the Bell South corporate values statements posted throughout the classrooms. This sense of belonging coupled with the knowledge that only Pay Grade 6's and above come to programs at Callaway Gardens introduces a bit of exclusiveness to the program.

The facilities for the outdoor component also support its program content and the RAMBO image, while at the same time certainly not inflicting hardship on the participants. Participants and consultants all stay in the large house described above. Though nicely furnished, it does not have amenities such as television, but does have hot and cold running water, toilet and shower facilities and heat. Interestingly and ironically, the telephone at the house was not working during Session 70.

The food at both locations is of high quality. In fact, the consultant staff at the outdoor component includes a gourmet cook, who prepares meals exclusively for the participants. This does two things for the program. First, it helps bring some of the corporate exclusiveness to the outdoor setting by having such high quality culinary skills serving the group. Second, it allows the program staff much-needed flexibility in allowing the participants to work through the activities and their debriefings in an experiential way. The program staff stays in contact with the kitchen via two-way radio, so that the meals can be fresh and hot at the exact time which best meets the needs of the program and its participants.

The outdoor component context also simultaneously offers an opportunity for participants to try new ideas and behaviors as part of the adult learning process. New ideas and behaviors in a safe environment are modeled for the participants as they are exposed to new foods, leadership concepts and skills, and outdoor experiences by the consultants. Yet, all is done with an overriding emphasis on safety. At one point during the final rescue simulation activity (Rubicon), one of the participants who was allergic to bee stings was, in fact, stung by a bee. The entire activity was put on hold while the individual's needs were quickly and professionally addressed by the consultant staff. Within minutes he was driven across the lake to a point where emergency medical professionals were waiting, already fully briefed on the situation. The activity was resumed, and before it was completed, the participant who was stung had rejoined the group. This signaled to the group that while there are risks in a strange environment, preparation, planning and safety can turn potentially negative experiences into positive, uplifting ones as it was for the entire group when their injured colleague returned.

Program Staff. Other than the Introduction session, all indoor and outdoor components are staffed by outside consultants. The BSMI said that they expected the consultants to be very familiar with Bell South so that the program would not appear to be a generic offering with no special applicability to Bell South. Both groups of consultants seemed to be conversant in the language and culture of Bell South. Clearly, this is in part a result of a long-term relationship between Bell South and the consultants dating back to the development of the program.

Administrative Support Staff. Because the program is full service, it provides everything for the participants during the 5 1/2 day period. At the indoor site, the support work is coordinated by the BSMI program coordinator who is permanently located at Callaway Gardens. There she works with the Callaway Gardens staff to ensure all eating, sleeping, educational, and recreational needs are met. She also handles the distribution of Bell South notebooks, RAMBO camouflage color pens, hats, and windbreakers to each participant.

In the outdoor component, the consultant provides the support services. Like the indoor component, these services include meeting the participants' eating, sleeping, developmental, and safety needs. In the outdoor component, participants are offered the choice of sleeping outside in a tent, or inside in the Main House. In the group I observed, two participants slept in tents for the first time in their lives. Because the activities involve resources such as boats, ropes, maps, barrels, and wooden planks, the support needs are tremendous. For example, the boat in which I was riding during Quest began running low on fuel. Without the participants even being aware of the low fuel situation, the consultant on board radioed to the support staff who in turn came out to us on the lake and replenished the boat's tank.

The support function appeared to be especially critical to the success of the outdoor program. When the program is supported well, the participants can put all of their energy into the program content. Yet if needs, such as fuel, go unmet, then the participants will get drawn away from the content into trying to resolve the administrative support issues themselves. Just consider the interruption to the Quest activity which would have occurred if the members of my boat had become involved in finding a marina to purchase fuel!

Throughout the entire LVA program, support was thorough. From the pens, notebooks, hats, and windbreakers to the gourmet meals and snacks available at all times, the LVA program support not only met participant needs, but added to the sense of exclusiveness mentioned earlier. Three of the participants said to me that they felt the quality of the support function made them feel as though Bell South valued them highly.

Objectives

The objectives for LVA were described earlier. Basically, they revolve around improving the participants' understanding of Bell South's Core Values; different leadership styles; how they are perceived by subordinates and peers; developing a leadership definition, and; teamwork, unity of purpose, and esprit de corps. The objectives for this program are focused on the individual and organizational levels, and are readily linked with the program content and agenda. They mirror the changes that Bell South feels it needs to make in order to be competitive in a deregulated environment. Accordingly, it is easy to see how Bell South is utilizing LVA as an instrument of individual and organizational change.

Summary of Contextual Analysis

The context of LVA plays a significant role in making the course a useful component in Bell South's attempt to improve its competitiveness. The quality of the facilities, consultants, and administrative support staff and the tight focus of the agenda send a strong signal to the participants about the future focus of the corporation and about their roles in it. Finally, the context (with a mix of participants, settings, and faculty) facilitates a corporate view of one, diverse yet integrated Bell South Corporation.

LVA also stands as a prominent example of a program where the context of the program dominates the overall image of the program. Largely because of the outdoor component, the program has earned the nickname of RAMBO. Within Bell South, the aspect of the program best known about LVA is the outdoor setting. The BSMI representative said that she feels that the outdoor component and the RAMBO nickname has helped make the program very successful over time. Further, she said that an outdoor component is now a part of another BSMI course targeted at lower level supervisors called Excellence Through Teamwork.

CONTENT

Like the objectives of the program, the content of LVA is highly focused and specifically tied to the corporation's perspective of leadership in Bell South. Through the presentation of the Bell South Values and the Bell South Excellent Executive, the program takes on the specific focus of leadership behaviors that the corporation seeks to encourage and reward. Individual participants are given the opportunity to look at themselves in light of these values and leadership behaviors. However, it is clear from observing the program that the values and behaviors of the Bell South vision of leadership are not open to negotiation or debate. The corporation is, through this program, showing the participants where the corporation is going and offering them a chance to help the organization get there. It is not asking the employees where it should be going.

The BSMI representative, the consultants, and many of the participants told me that the content of LVA and the direction Bell South is going represent major change for the organization. Toward competing in the post-divestiture era, Bell South seeks to empower individuals and to increase productivity by being less task-focused and more aware of the relationships involved in getting the job done. This approach, they said, was very different from the "by the book" task accomplishment approach of the old operating phone companies.

This attention to relationships is clearly seen in the content of both the outdoor and indoor components. In the activity Quest, the central question was not "how quickly did you find the base camp?" Rather, it was "how did you define the group?" - a relationship question. Similarly, relationship building and team maintenance was central in the indoor component activities of receiving feedback and analyzing the leaders in the movie "The Bridge on the River Kwai." Most specifically, in the movie analysis, participants were asked to rate the two central characters in terms of their effectiveness at not only task accomplishment, but also in terms of their support of their organization (Army), their team, and to individuals and customers.

As mentioned earlier, this program content is consistent with the objectives of the course which are explicitly tied to the Bell South values and Excellent Executive behaviors. A review of both the values and the behaviors again show this focus on a more balanced emphasis between task and relationships. For example, of the five corporate values, three are relationship-centered (i.e., customer first, respect for the individual, and community mindedness), and a fourth specifically addresses change (i.e., positive response to change). Likewise, many of the Excellent Executive behaviors (e.g., communicating effectively, and serving the customer) are also relationship-oriented. The result is direct and easily identifiable linkage among the organization's values, model executive, and the program's objectives and content.

Given the direction of Bell South and its view of leadership requiring different approaches for different tasks and relationships, LVA's reliance on Hersey Blanchard's situational leadership seems appropriate. In particular, the modified "Lead Others" instrument which appears as the Bell South Leadership Inventory highlights the relationship (e.g., customer, team, individual) aspects of leadership. Further, it can easily be related to the Bell South values.

PROCESS

The outdoor and indoor components of LVA offer participants two very different sets of developmental processes. The outdoor component is, as the BSMI representative and the consultant say, "strictly experiential." The data for the debriefings come directly from the experiences of the participants in the structured activities. Also, because the outdoor component involves activities such as finding the base camp, and accomplishing tasks using resources such as wooden planks, blocks and barrels, the work that participants do is not the same kind of work that they do on the job. Therefore, the developmental process here consists of completing an activity, reviewing it in terms of a key leadership questions (e.g., "Who is the group?") or concept (e.g., task, team, individual), and relating it all back to the work place.

BSMI recognizes that this experiential process of using tasks designed to bring out specific leadership points will result in different learning experiences for each participant. As a consultant said, "No two activities are ever exactly the same, nor are the debriefings." And so it must mean that the lessons learned, though grounded in the same material, are also different.

The experiential process of LVA's outdoor component, though tightly focused on some key leadership topics, does provide an opportunity to see and hear some of the links participants are making between the activity and their work world. For example, I observed an activity called Probe, in which the group was charged with passing a series of tennis balls from person to person, in a prescribed order, as quickly and effectively as possible. In their efforts to shorten the length of time for the task, the participants started "cutting corners" of the sequence. In the debriefing, one of the participants said that the temptation to cut corners in the activity was the exact same feeling he experiences in his job of meeting design standards during manufacturing. The desire to skip a part of the sequence of the tennis balls, to him, was the same temptation to ignore a specification on the job. From tennis balls to the ethics of manufacturing!

The use of experiential activities involving tasks such as locating the base camp and passing tennis balls through a sequence is consistent with the objective of bringing the employees together as one corporation. This is true because no particular job skill is likely to make one more or less proficient at physically accomplishing these tasks. They are the kinds of activities which place a premium on effective working relationships rather than task skills. This helps to downplay the differences in occupational specialties and in differences in locations within the corporation (e.g., enterprise company vs. telephone company). It also helps facilitate integration into the group for the scholarship participants such as the Atlanta school principal which was in the group I observed.

The indoor component focuses on the same leadership concepts as the outdoor component, but does so using different methods and sources of data. The indoor component use four primary process methods - the presentation / lecture, case studies, and personal feedback. The presentation / lecture portion is used as an opportunity to put forth the Bell South Values and Excellent Executive model and to build a common cognitive base about leadership. The case studies, such as "The Bridge on the River Kwai," allow the participants to apply these cognitive principles to the data or events contained in the cases. The role plays provide opportunities to experience different leadership styles. Finally, the personal feedback session, in which participants examine the results of the modified "Lead Others" (Bell South Leadership Inventory), facilitates consideration of their own specific work performance in terms of this cognitive base.

As was mentioned earlier, half of the participants have the indoor portion before the outdoor and half have it after. The BSMI has no plans to change this, as they feel strongly that both sequences are very effective. This would seem to say that while cognitive learning and experiential learning clearly support one another, Bell South has not found the sequencing of one before the other to be necessary or even preferable.

Finally, the LVA process attempts to ensure that the participants continue in their development, long after this 5 1/2 day program adjourns. Specifically, all participants develop an individual development plan based on what they learned during the program. This plan is prepared with the help of one of the consultants.

SUMMARY

LVA is clearly more than just another training course offered at the Bell South Management Institute. It is a high profile program being used by Bell South as a means of corporate strategy and one of organizational change. It presents senior level managers with the corporation's values, leadership model, and behaviors thought to be associated with an "Excellent Executive." It allows those senior managers to explore how they fit into the post divestiture future of Bell South.

The outdoor component's rustic setting has helped give the program the nickname of RAMBO, showing how a contextual factor can influence the image of a program. Despite this nickname, a close observation of the program reveals an exclusivity commonly associated with corporate senior managers. Though the activities and data sources are varied, the same central leadership concepts are developed in both the indoor and outdoor components. Broadening the participants' perspective to include more than just task accomplishment is a predominant theme as aspects surrounding teams and individuals are explored. Participants leave the program with an individualized plan of action for how they will continue to develop, consistent with the future of their employer, Bell South Corporation.

CHAPTER NINE

WORLD BANK:
DEVELOPING BASELINE BEHAVIORS FOR A MULTI-CULTURAL ENVIRONMENT

On June 7, 1990, March 27, 1991, and May 31, 1991, I visited the headquarters of the World Bank in Washington, D.C., where I interviewed staff and examined program materials for the Executive Development Program Module 1. This program is for division chiefs and directors of the organization and is now held at the Center for Creative Leadership 's site in Greensboro, North Carolina which I visited from October 7-9, 1990. I did not actually see the program in action, because of concerns regarding confidentiality which are explained in the Process part of the Analysis section of this Chapter.

PROGRAM DESCRIPTION

CONTEXT

Executive Development Program Module 1 (EDPM 1) is the first in a series of three modules which make up the World Bank's focus on general executive awareness and behaviors. The World Bank is the world's largest lending institution, loaning money to foreign governments around the world. It has approximately 6,500 employees who represent the World Bank's 110-member nations and their multitude of cultures. The executive development programs, like all initiatives of the World Bank, are designed and executed with this cultural diversity in mind.

EDPM 1, which is offered once per month, is a five-day program for the top 500 managers in the organization. The bulk of the top managers fall into the categories of Directors, of whom their are approximately

50, and Division Chiefs, of whom there are approximately 300. Hence, most of the participants in any given EDPM 1 session are Division Chiefs who typically would be responsible for all World Bank projects in a few small countries, or for all of the projects in just one large country such as China or India. Most EDPM 1 participants come from technical backgrounds such as economics and banking and from countries other than the United States.

EDPM 1 is the first of 3 five day modules offered within the World Bank's general executive development program. The second and third modules, which generally are to be taken within one year to eighteen months of completing EDPM 1, further pursue some of the topics raised in EDPM 1. Participation in these three modules was made mandatory for Division Chiefs and Directors in 1987. Additionally, the World Bank offers a wide variety of other developmental activities such as the multitude of programs described in the 125-page FY 1991 Training Handbook. There, other World Bank programs of interest to executives such as "Institutional Personnel Policies and Procedures," "Budget Management," "Business Planning," "Managing the Performance Planning & Review Process," and "Building Trust in the Workplace" are described.

As mentioned, EDPM 1 is now offered at the Center for Creative Leadership (CCL) facility in Greensboro, North Carolina. This modern, peaceful complex, which was described in Chapter Seven, is scheduled to host all future EDPM 1 programs. Previously, the program was offered at a retreat facility in the mountains of Pennsylvania, about three and one-half hours driving time from World Bank headquarters in Washington, D.C. The program location was switched in April 1991. Turnover in the

Director and Division Chief levels, high popularity of the course, and plans to offer it to employees below the Division Chief level forecast continued strong demand.

The Director of Executive Development at the World Bank has overall responsibility for EDPM 1. In addition, each EDPM 1 session has a designated program manager. While often this is the Director himself, it is always handled by the World Bank staff. For each session, the staff hold a preparatory meeting a few weeks prior to each EDPM 1 session to distribute information packets and the diagnostics, and to answer questions from the sixteen participants. This willingness to respond to questions and individual needs extends to the actual program session, as one full-time administrative (non-faculty) person is also on-site during the entire program.

A few comments are needed to supplement my description of the physical site for the program described fully in Chapter Seven. Some of the relevant contextual factors at that site are changed in an effort to meet the special needs of EDPM 1. For example, the foods prepared by the CCL kitchen have been expanded to accommodate the special dietary and religious needs of the international participants. Also, the large central program room on-site is not being used for this program. Instead, another room located on the backside of the ground floor, which has windows allowing participants to look at the cafeteria patio and the surrounding woods, is being utilized. The reason for this, the program staff explained, is because they feel that the World Bank executives have an unusually strong psychological / emotional connection to the outdoors. Hence, they try to accommodate this preference in every way possible, including selection of the main classroom.

EDPM 1 utilizes four faculty members for the entire course, giving this program a 1:4 faculty to student ratio. In a typical program, two faculty are in-house, World Bank staff and two are outside contractors. Of the faculty scheduled for an upcoming session, all four share some common credentials. All have extensive small group facilitation experience, academic training in human resource management and / or industrial psychology, and experience in working in cultures other than those found in the United States. With the recent movement of the program to Greensboro, CCL staff are now being utilized as contractor facilitators for EDPM 1.

The four faculty roles are all identical, as each is assigned responsibility for a group of four participants. They are charged with facilitating this group throughout the five day program in such a way as to maximize self-awareness and development on the part of the participants. Faculty contact with the group does not necessarily stop at the end of the five day program. The Director reported that he still meets occasionally for lunch with a group that went through EDPM 1 in 1985! At a minimum, however, the groups will be reunited when they go through EDPM 2 and EDPM 3 in the subsequent twelve to eighteen months.

Objectives

The objectives of EDPM 1 as described by the Program Director and in the FY 91 - Training Handbook are as follows:

1) To increase self-awareness by helping managers to identify their management behavior patterns, their managerial strengths and weaknesses, how they are perceived by others, and how they interact with staff members;

2) To develop skills in communicating and building trust through practice in effective listening, probing, and providing feedback to staff members; and

3) To formulate appropriate action plans to become better managers.

When asked to elaborate on the objectives of the program, the Program Director said that this was a people management session which focused on effective management behaviors. "It is not cognitive and it is not about leadership. Leadership has more to do with bringing about change through vision, innovation, creativity, and team building. This session helps managers carry out objectives more efficiently and effectively." When asked how the program should be measured against those objectives, he said, "The acid test is in a continuing improvement of the way people interact within the World Bank culture."

EDPM 1 participants are bused from Washington, D.C. to Greensboro, North Carolina on Sunday afternoon. The first formal program activity begins that afternoon at 4:00 p.m. Other activities continue through Friday at about 12:00 noon (see Figure 11, Appendix, for the full program agenda). A typical day begins with breakfast at 7:30 a.m., program activities from 8:00 a.m. until 12:00 noon, lunch and relaxation break from 12:00 noon to 2:30 p.m., and program activities until approximately 5:30 p.m., followed by a social hour and dinner. In a typical program, there is only one evening session which takes place on Tuesday.

CONTENT

The content of EDPM 1 is centered around the objectives for the program. Both the objectives and the content have remained largely intact since the original program design was formulated in 1983 by a team of World Bank employees and outside consultants. The major recommendation of a 1989 analysis of the program was to continue the program with only minor changes. Hence, the basic objectives of the program and the major content materials have remained constant over the last eight years.

The program content proceeds in the same order as the objectives, first looking at building self-awareness, then moving to developing skills in communicating and building trust, and concluding with action planning. The content of the program is next described in terms of those three objectives.

Self Awareness

The first part of EDPM 1 centers around improving the participants awareness of who they are, and how they are perceived. This section of the program is diagnostic-based, and uses a number of diagnostic instruments to gather and present the data. MBTI is used to get at the individual participants' preferences for receiving and processing information. Phyro B is another diagnostic tool used to provide the participants with some insights into their individual needs for inclusion, control, and affection. The Wilson Survey of Management Practices is an instrument that gives the participants data about themselves from four subordinates and four superiors in their organization. This data is arrayed around twenty-three variables including management practices such as planning, clarification of goals, interpersonal skills, building trust, and others.

All of this data is shown to the participants to help explain that there are a number of perspectives contributing to their individual identities as managers in the World Bank. A final piece of data is added on Thursday when group members give each other feedback, based on their time spent together in EDPM 1. The result is intended to be a composite sketch of the individual participant's preferences, managerial behavior patterns, strengths and weaknesses, and interaction styles. From that improved self-awareness, participants are better able to undertake objectives #2 and #3.

Developing Skills in Communicating and Building Trust

The World Bank believes that successful communication in an environment of trust is central to sound management. Accordingly, it has set aside the middle section of EDPM 1 to focus on skill development which will facilitate communication and building trust. Three key skills emphasized in EDPM 1 are listening, probing, and feedback. Listening involves consciously focusing on hearing what another party is saying, rather than focusing on preparing a response and only "hearing" a portion of what is being said. Probing includes proper ways of encouraging and soliciting more useful information about the important topics without using statements or questions which make the other party feel defensive or uncomfortable. Feedback involves the skill of providing useful information back to another party that is specific, behavioral-based, and received as accurate and constructive on the part of the recipient.

Individual Action Plans

The final portion of the program is devoted to participants preparing individual action plans. These plans are built on the information they gain from the diagnostics, from the skill building activities, from peer and faculty feedback, and from one-on-one sessions with the faculty. On Friday morning, these plans are shared with the entire group of sixteen participants and four faculty.

PROCESS

When describing the EDPM 1 to me, the Program Director said that the program is truly participant-centered, and not faculty-centered. He also said that the program is based on adult learning theory and that participants are, in large part, responsible for the degree of benefit they receive from the program. To demonstrate this point, the Program Manager tells the participants at the beginning of the session that they can participate in the session at any or all of the following levels of participation:

Leader	High
Contributor	.
Reactor	.
Observer	.
Detractor	Low

He encourages them to spend the majority of their time in the upper levels, and to avoid the lower and more negative levels. At the upper levels, he says, participants will be best able to take advantage of the variety of learning opportunities available to them.

The FY 91 Training Handbook (p 67) says that "learning by doing" is the prime training method. This refers primarily to the fact that the bulk of the program is spent practicing the three skills of listening, probing, and giving / receiving feedback. This skill practice is carried out in role plays done in small groups with the assistance of video recording equipment. After completing a role play, the video is replayed showing the participants exactly how they performed. For the participant, the emphasis then shifts to closing the gap between how they want to appear and how they actually do appear, as evidenced by the tape recording. The Director said that working in front of the camera is essential for participants to get an objective look at their actual skill level. Accordingly, he said, "About 80 per cent of the time of this course is spent in front of the camera."

The role plays mentioned above come directly from real incidents at the World Bank. A few years ago, the Bank hired a professional case writer to locate and prepare incidents into role play format suitable for this program. Hence, though the video camera equipment and targeted skill areas may be unfamiliar to the participants, the content of the role plays should be familiar and realistic. The faculty have approximately fifty cases upon which they draw for this program.

Consideration of diagnostic results and feedback constitutes the second major approach to learning in the EDPM 1. Individual participants receive a substantial amount of data from the diagnostics described earlier. They also receive feedback from both peers and faculty. The peer feedback session is structured around two specific questions. They are, "If <u>(name of participant)</u> was to become your boss, what would excite you about this, and what would concern you?" and "If <u>(name of participant)</u> was to become a direct report to you, what would excite you and what would concern you?" You (as a participant) would then be expected to provide feedback to the other participant by answering those two questions about him or her.

Consideration of program content through large group discussions and reading reference materials represent other avenues of learning. Though certainly receiving less emphasis than skill practice in front of the video and consideration of diagnostic / feedback information, opportunities for learning from these approaches do exist. Presentations on the the Wilson Management Practices Survey and the MBTI are made. Also, on Tuesday evening the large group considers the case of the "old woman / young woman" drawing in a discussion format. This activity involves looking at an abstract drawing which contains a sketch of both an old woman and one of young woman. When a group is asked to find a sketch of a woman in the drawing, usually part of the group will see the old woman first, and part will see the young woman. Then, they are all encouraged to try to see the second woman in the drawing. Here, the differences in perception and the difficulties in communicating those perceptions are explored. Likewise, learning opportunities are present in the books, which are referred to all participants, including Please Understand Me, and Getting to Yes.

Finally, the program encourages the participants to learn and develop through quiet introspection. One way this is fostered is through the use of individual journals in which participants are given short periods of time throughout the program to write down key personal insights. Second, through the combination of the program site being in a serene location and a daily agenda with a two-hour lunch / personal period, participants are given the opportunity to reflect on their individual learning. Lastly, development of the individual action plan can, and should, be a highly introspective activity which identifies and records key insights.

PROGRAM ANALYSIS

This section will explore some of the assumptions of the EDPM 1 program and will examine the degree to which various aspects of the program contribute to a unique program identity.

CONTEXT

Program Location

Since EDPM 1 is a program of the World Bank, it is not surprising that the attention placed on serving the needs of a multi-cultural participant base take center stage. Likewise, because the program is being conducted in conjunction with the Center for Creative Leadership, it is not surprising that a major program emphasis is on the individual level of focus. The result is a blending of characteristics of both sponsoring organizations in such a way as to produce more self-aware, interpersonally skilled participants with a plan to help them become more effective managers in the culturally diverse workforce of the World Bank.

Because EDPM 1 is the first in a series of three required executive development courses, it provides insights into the World Bank's view of leadership and the successful executive. EDPM 1 shows that the Bank sees self-awareness, interpersonal skills, and building trust as the basis upon which management and leadership are built. EDPM 1 then, serves as the baseline program from which managers begin to learn acceptable behaviors for working within the Bank's multi-cultural environment.

<u>Other Contextual Factors</u>

Characteristics of the participants greatly affect the program identity of EDPM 1. First, and foremost, the different nationalities and cultures affect everything from content and faculty to food and facilities. Specifically, the diverse nature of the group influences the way program activities are conducted. The Program Director said that all activities must be executed and debriefed in such a way as not to offend members of certain cultures. For example, he said that in giving feedback and reviewing videotaped skills sessions, faculty need to protect certain participants' culturally established needs to "save face" while at the same time meeting other participants' needs for structure and authority.

The above multi-cultural demands also influence the selection of faculty. The Program Director said that a key criterion in selecting facilitators is their ability to interact with people from diverse backgrounds. He told a story of a highly regarded American facilitator who regularly works with chief executive officers of U.S. companies but who failed miserably with a World Bank group, because he was regarded as too aggressive and too insensitive to personal space. On the other hand, one of the successful facilitators currently working with EDPM 1 is fluent in Spanish and Portuguese as well as English, and has lived in countries outside of the United States. Clearly, the cultural characteristics of the participants are important.

The academic and professional training of the participants is also significant in that many (if not most) come from a technical background with little exposure to the behavioral sciences. The Program Director said that, for many, realization that there are many equally valid perceptions of a given event can be significant. He said that many struggle with the idea that "truth" and / or "reality" can be in the eye of the beholder. However, he said that once many of these participants become convinced of the value of the program (by "seeing multiple realities"), they become some of the strongest supporters of the executive development program modules within the Bank.

Because the participants of this required program all are from approximately the same organizational level within the World Bank, prospects for meeting the challenges of "re-entry" are increased. In the words of the Program Director, "The participants have their own little support group, a support mechanism for behavioral change." He feels that the "bonding" which takes place during the session sets the stage for support back on the job. Additionally, as the numbers of directors and division chiefs who have had the course grows, the chances for program-induced changes to be embraced by the organization would also seem to grow.

The World Bank's choice of CCL as a partner in this project had effects on both parties. First, in order to utilize CCL's faculty, staff, and modern classrooms, the World Bank agreed to use the CCL property in Greensboro. This entailed giving up many of the amenities associated with their site in the Pennsylvania mountains. The Greensboro property does not have tennis courts, volleyball courts, and the other recreational amenities available at the Pennsylvania site. It also means that the entire program is no longer in one self-contained site. Participants are no longer able to practice skills in front of the video equipment after hours, as the main CCL building which contains the equipment is locked at night. However, this may change, as the World Bank - CCL relationship develops further.

Likewise, the World Bank has affected CCL. For example, the Program Director, saying that opportunities for experiences with the outdoors are important to World Bank employees, insisted that the program be held in a meeting room described above, despite CCL's belief that participants are easily distracted in that room. Similarly, he argued for a two hour lunch / relaxation period to allow the participants an opportunity to be outside. The EDPM 1 Program Director insisted that he be able to sensitize CCL faculty to specific organizational characteristics of the World Bank. Toward this end, the Program Director is conducting seminars on the World Bank for CCL faculty. The Bank has reserved the right to select the CCL faculty which will work on EDPM 1.

Faculty. As mentioned above, the Program Director believes that facilitators must have a wide range of skills to work effectively in this program. Since the program content centers around individual awareness and skills, the academic training of the faculty on the World Bank and CCL staffs (predominantly human resource management, and / or industrial psychology) seems appropriate. Also, because all four groups are working on the same topics simultaneously, it is essential that the facilitation effort be closely coordinated. Toward that end, the facilitators meet in advance of the program, each night during the program, and one week following the program to coordinate efforts and evaluate program quality.

Administrative Support Staff. According to the Program Director at the World Bank, competent, administrative support staff at both the home office and the program site are the "critical infrastructure" necessary for any good program to operate. EDPM 1 has a full-time support person on-site during the entire program, ready to assist with telephone calls, facsimile messages, computer hook-ups, and special needs. At one EDPM 1 session in Pennsylvania, a participant ripped his Achilles tendon. The support person on duty handled the arrangements for medical evacuation quickly and effectively, and is largely credited with keeping that session from being ruined by an unfortunate accident. However, in switching to the CCL facility and separate sleeping arrangements, the World Bank is giving up some of the administrative control it enjoyed at the self-contained site in Pennsylvania.

Objectives

The description section contained the three program objectives. One primary focus is on helping participants increase self-awareness of their management behavior patterns, their strengths and weaknesses, and how they are perceived by others. The other two objectives centered around developing skills in communicating and building trust, and on formulating action plans.

Even with the elaboration of the program staff, the objectives for this program are very focused. They say that the program is designed to improve self-awareness, allow participants to practice three important skills, and to help participants develop a personal action plan. There are no broad-based statements about better understanding global markets, improving analysis and decision making skills, or developing organizational strategies. Clearly, the program is focused on growth and development at the individual managers within the Bank context. In this regard, the match with CCL appears to be a good one as their orientation is toward the individual participant as well.

Summary of Contextual Analysis

Analysis of the contextual factors shows EDPM 1 to be a program aimed at developing baseline awareness and interpersonal skills for use in the World Bank's multi-cultural work environment. The Bank's selection of faculty indicates their primary focus on the individual. Yet, this individual orientation is clearly set within the World Bank's organizational culture, as is evidenced by such contextual factors as the location of the training room and elaboration of meal menus.

CONTENT

The content of EDPM 1 also provides insights into some of the World Bank's perspectives on leadership and executives. As was mentioned earlier, the Bank views this program as a management program rather than a leadership program. They see EDPM 2 and EDPM 3 as leadership programs because they deal more with topics such as values, creating visions, and strategic uses of information. Yet, it is clear that the notion of building trust overlaps the definitions of both management and leadership that the Bank uses. Also, it is apparent that the Bank believes good management is a prerequisite to good leadership, as EDPM 2 and EDPM 3 are designed to build upon the development which takes place in EDPM 1.

The emphasis on individual awareness and interpersonal skills also demonstrates that the Bank believes good management and leadership begins with the individual. It is instructive to note that this first program in the series does not start with a focus on the changing global environment, or even new developments within the Bank. Rather, it centers on the individual manager within the World Bank. This sends a clear signal to the participants that management and leadership responsibilities begin with them.

Though the program emphasis is clearly at the individual level, the organizational setting of the World Bank is also critical to the identity of the program. This is particularly evident in the fact that the content of the cases, which are the basis for the role plays, comes entirely from the Bank. Generic role play situations have been rejected in favor of genuine Bank cases. The Program Director said that the whole intent of the program is to make the content as real as possible to maximize transferability of skills back to the job. Toward increasing the realism, the program also allows participants to explore aspects of their personal lives as well as their work lives in the session.

Realism appeared to be a common, overriding theme for EDPM 1 program managers. In addition to real Bank cases being used for the role plays, many of the Program's other content materials were customized. "We simply were not pleased with the quality of the materials out there," said the Program Director. For example, the entire section on effective listening was created for this program. The Bank used a combination of sources, as well as in-house, creative talents to produce what it hopes is a proactical, useful skill session on listening for its multi-cultural workforce, and more specifically, EDPM 1's participants.

The content areas of EDPM 1 follow a logical sequence. The self-awareness gained from the combination of the three diagnostics should serve to give the participants valuable insights into their own preferences and perceived styles of interacting. This improved awareness should enhance the participants' readiness for the behavioral skills portion of the program where they work on listening, probing and feedback. After learning about themselves through the diagnostics and through feedback from peers, and from watching the videotapes of their role plays, the participants prepare and present their individual action plans. This sequencing of course content follows a logical learning pattern of awareness, skill development, and plans for continued development.

PROCESS

By being a "participant centered" program, the Director means that there is very little time spent in faculty presentations. The bulk of program data comes directly from the participants (e.g., diagnostic results, role play outcomes). However, this does not mean that each participant or even each participant group experiences a completely different program. All follow approximately the same agenda and encounter the same diagnostics and skill areas. Within those basic parameters, the participants can (and do) give each program a unique twist that is different from all of the others.

Another indicator of the "participant centered" nature of the process involves the confidentiality of the participants' experiences in the program. Because the content focus is mainly the individual level, many issues related to personal issues (ones not directly related to work) arise. EDPM 1 attempts to help the participants work on these issues, while maintaining their confidentiality. It was because of the strong commitment to confidentiality that I was not allowed to observe a program in action. The Program Director felt that the presence of "an observer" in a group of four participants might have the effect of influencing a participant not to share with the group a personal incident or insight that otherwise would and should be shared. That risk, he felt, was not one he was willing to take, given the participant-centered orientation of the program. This strong commitment to confidentiality and to attending to individual needs could also be seen by the participants as a model for how trust is built.

The process method of conducting role plays in front of a video camera is one which requires considerable technology (i.e., cameras, recorders, monitors). The Center for Creative Leadership site in Greensboro is well-suited for this as it is fully-equipped with professional observation rooms and all of the attendant equipment. This approach seems appropriate for clearly showing that self-perceptions can differ on how a situation is "seen." It also seems well-suited to practicing a skill such as probing, in which the participant can see progress being made in the series of attempts at using the skill. It also may be part of the reason that many participants with technical backgrounds become enthusiastic supporters of the program, in that the video camera gives them "hard data" from which to work.

The process method of giving peer feedback around two specific questions is one with which the Program Manager has become satisfied. He said that it provides the necessary structure to insure that specific, behavioral information is provided in a useful work-oriented context. He also noted that many participants object to the activity on the grounds that they cannot give feedback after only three days of being together in the program. His response is that, in many ways, this resembles the first impressions people have of a new manager. The participants not only benefit from the feedback they receive and from the practice of giving feedback, but also from the realization that first impressions are based upon little information.

However, on other process methods, and even on content and context issues, faculty members remain open to new ways of carrying out the program. Immediately after each program, the faculty meets to "debrief" the program verbally. Within a week after the program, faculty members write out their impressions of the program, paying special attention to areas in need of improvement, and submit them to the Program Manager. Approximately two weeks after the program, the faculty meets again, reviews the written suggestions, and decides which changes will be put into place. The result is that the faculty is constantly working to improve the program delivery.

The methods built around carrying the development beyond the program session are many and overlapping. For example, not only do the participants prepare individual development plans, but they present those plans to the full group of participants on the final morning. Then, after returning to the Bank, many continue to meet periodically with their small group members to review their progress. Finally, the participants are scheduled to take EDPM 2, which is designed to build upon their development plans within twelve months from the time of completion of EDPM 1. There, they will be reunited with the EDPM 1 participants with whom they shared their plans. Thus, through a number of methods, participants are actively encouraged to continue the development begun in EDPM 1.

SUMMARY

EDPM 1 is the World Bank's management program which provides personal awareness and baseline interpersonal skills. Though the primary emphasis is on the individual level, a secondary focus of the organizational culture of the World Bank affects program factors ranging from faculty selection to role play scenarios. Conducted in conjunction with the Center for Creative Leadership, this program makes full use of CCL's video technology. The intent is to give World Bank Directors and Division Chiefs a common set of baseline interpersonal skills which will assist them in managing this large multi-cultural organization. EDPM 2 and EDPM 3 build on this program and move further into the "leadership arena."

SECTION III

LESSONS LEARNED AND FUTURE DIRECTIONS FOR EXECUTIVE DEVELOPMENT

CHAPTER TEN

BUILDING A PROGRAM'S OVERALL LEADERSHIP IDENTITY: THE ROLE OF MANY FACTORS

In this chapter, we look back at the results of applying the framework for inquiry to the various focus programs. Toward that end, we begin with a brief review of the seven focus programs. Then, we look at the contributions the various context, content, and process factors make in giving a program a distinctive overall identity. Finally, we discuss how a prospective participant or program sponsor could utilize the framework in selecting or developing a program.

REVIEW OF FOCUS PROGRAMS

In Chapters Three through Nine, seven focus programs were described and analyzed. As the reader has noted, they differ significantly from one another while having some features in common. A brief summary of those seven programs follows.

NAVAL AVIATION ADMINISTRATION (Chapter Three)

The Naval Aviation Administration (NAV AIR) of the Department of Defense has a comprehensive program for developing its executives, called Senior Executive Development Program (SEMDEP). SEMDEP consists of a series of individualized development plans for each of the Agency's pre-executives accepted into this prestigious program. These plans, as well as participation in SEMDEP, are begun at a five day residential program called the Executive Leadership and Career Development Seminar (ELCD).

Participation in ELCD not only formally begins participation in SEMDEP, but also introduces the participants to NAV AIR's view of leadership and of successful executive behavior. The ELCD participant is presented with a view of leadership which draws heavily from Robert Quinn's Beyond Rational Management and from Hersey and Blanchard's work on situational leadership. In the presentation of central themes, activities related to these themes, and follow-up discussions relating themes back to work, participants begin to feel the tensions among the dimensions of leadership that Quinn describes. Likewise, they experience how different situational readiness levels do call for different leadership styles. Finally, and perhaps most importantly, the diagnostics help reinforce Quinn's suggestion that effective leaders must be acutely aware of themselves and the surrounding organizational conditions if they are to truly be the "whole persons" which leadership roles demand.

Hence, ELCD is part of a large organization's efforts to develop its executive pool for tomorrow. Not only do ELCD and SEMDEP adopt a view of leadership and successful executive behavior, but they send a clear signal that NAV AIR intends to "grow its own" executives. This means that the model of the career civil servant rising to the top of his/her organization is alive and well at NAV AIR.

FEDERAL EXECUTIVE INSTITUTE (Chapter Four)

The U.S. Office of Personnel Management's Federal Executive Institute (FEI) offers the premier in-house executive development program within the federal government. This twenty-one year old organization has been a major contributor to the development of the

Federal government executive cadre since its inception. Yet recently, it has broadened its scope and expanded the content areas and developmental processes that are a part of its flagship four week program, "Leadership for a Democratic Society" (LDS).

This expansion of content areas and process approaches makes LDS one of the most ambitious programs found in this study. Participants encounter content involving the inter-organizational / environmental, organizational, and individual levels through process approaches ranging from plenary sessions and individualized physical fitness counseling, to elective courses.

The LDS picture of successful executive behavior and of leadership has both a generic component and a component which is specific to federal government administration. The generic component involves individual awareness, growth, and change. The component which addresses federal government issues includes learning the constitutional basis for and operating nuances of the existing federal government, and operating within that system. That translates into a two-fold leadership message consistent with change at the individual level and acceptance of existing conditions at the inter-organizational level.

HARVARD'S KENNEDY SCHOOL OF GOVERNMENT (Chapter Five)

Harvard University's Kennedy School of Government is the sponsor and location of the Senior Managers in Government (SMG) program. Here, executives from all across the public policy spectrum (including federal executive and Congressional branches, business organizations, and foreign governments) come together for this three-week residential program. The program's objectives include very broad statements such as "improve their operational effectiveness" and "refine their managerial practice." However, all are set in the context of federal government policy and administration.

Through case studies and presentations by public policy elites, participants develop a detached, analytical perspective on the federal public policy and administrative process. They begin to see executive behavior as successful participation in the public policy and administration process at the highest levels. For example, Alice Rivlin's adept maneuvering among the political minefield during the establishment of the Congressional Budget Office becomes behavior to emulate.

In addition to seeing executive behavior as being that of a mover and shaker within the circle of public policy elites, participants are presented with a model of leadership based on the concept of adaptive work. Grounded in psychology, this approach sees the challenge of leadership as focusing attention on work which will really contribute to progress, versus taking the normal course of action which involves avoidance of the tough issues. Thus, the participant is left with the overall challenge of getting the public policy and administrative system focused on the appropriate issues.

<u>U.S. ARMY WAR COLLEGE</u> (Chapter Six)

The U.S. Army War College, in Carlisle, Pennsylvania, is a primary source of executive development for military officers. The completion of a War College experience has almost become a required experience for officers seeking the military's top positions.

The first three weeks, consisting of the orientation period and the strategic leadership course, provide the best insights into the overall program and its unique identity. During this period, the participants take physical and writing proficiency examinations and complete a battery of diagnostics. They also study ethics, strategic vision, and wartime leaders. All of this work is done at the completely self-contained facility in Carlisle, and is guided by a faculty and staff who are all thoroughly grounded in the military culture.

The program attempts to develop executive level leadership in the participants by improving their knowledge of self and knowledge of environment. The participants learn that leadership responsibilities are linked to senior positions and center around strategic (rather than tactical) perspectives.

The notions of leadership and successful executive behavior are presented in exclusively a military context. By studying famous wartime leaders, watching contemporary press conferences by generals, and learning from a military-oriented faculty, the participants expand their individual knowledge while simultaneously becoming further socialized into the military culture.

<u>CENTER FOR CREATIVE LEADERSHIP</u> (Chapter Seven)

The Leadership Development Program (LDP) of the Center for Creative Leadership in Greensboro, North Carolina is a five and one half day open enrollment program for senior managers in business, not-for-profit, and government organizations. The focus of the program is at the individual level, with the organizational and inter-organizational / environmental levels receiving no explicit attention.

The individual focus of the program is supported by a number of contextual factors, including participants from a wide range of organizations, and faculty with backgrounds in psychology, counseling, and education. Likewise, the content involves topics relevant to a wide range of individuals, including situational leadership, decision making, and avoiding career derailment. Finally, the major process methods of diagnostics, feedback, and individual action plans also are consistent with a focus on the individual level.

The participant or program observer is presented with a generic view of leadership - one which says that leadership is applicable to all sectors and all organizations. LDP also promotes a concept of leadership that is more than Hersey and Blanchard's situational leadership. It promotes self-awareness and sound decision making. Finally, the LDP participant learns that leaders are good learners and that successful executives have learned how to avoid being derailed in their careers.

<u>BELL SOUTH CORPORATION</u> (Chapter Eight)

Bell South Corporation's Leadership and Values in Action (LVA) is a five and one half day program offered by the Bell South Management Institute (BSMI). Participation in the program is now mandatory for all Pay Grade 6 managers. The program is seen as a primary vehicle for bringing about the organizational changes necessary to compete in the post-divestiture world.

LVA consists of an indoor and an outdoor component, both of which address leadership and executive behaviors. In the outdoor session, experiential learning is used to increase knowledge and skills in leadership which are relevant to improving Bell South's competitiveness. In the indoor component, lectures, case studies, role plays, and feedback are used to help participants examine their own strengths and weaknesses relevant to the Bell South Values, and Excellent Executive Behaviors.

LVA participants are delivered a clear message that Bell South will need to change if it is to remain competitive in the post-divestiture era. That change is to be consistent with the Bell South Values and brought about by leadership. Leadership is presented in terms of situational leadership - applying the appropriate style depending on readiness level. It also is described as balancing the task, team, and individual needs over time. Through LVA, participants begin to make the connection between the success of the corporation and their abilities as executives with leadership responsibilities.

THE WORLD BANK (Chapter Nine)

The World Bank's Executive Development Program Module 1 (EDPM 1) is the first in a series of three mandatory modules for Bank directors and division chiefs. Focusing on individual awareness and interpersonal skills in a specific organizational context, the Bank's officials call this a management course and not a leadership course. They believe that management precedes leadership and that developing fundamental awareness and skill levels is necessary for sound management.

This five and one-half day program, conducted in conjunction with the Center for Creative Leadership in Greensboro, North Carolina, has a primary orientation toward the individual level with a secondary focus on the organization. It is conducted primarily in small groups with four participants in each. The primary process methods involve the use of diagnostics, videotaped role plays, feedback, and developing individual action plans. Approximately 80 per cent of the program time is spent in World Bank role plays with participants practicing listening, probing, and feedback in front of a video camera.

EDPM 1 signals to the participants that management and leadership rests on self-awareness and communication skills. As the first module, EDPM 1 establishes a baseline for successful executive behavior in this large, multi-cultural organization. Leadership, which is explored more thoroughly in Modules 2 and 3, is seen as using these baseline skills and knowledge in discussing values, creating visions, building trust, and strategically using information.

CONTEXT, CONTENT, & PROCESS FACTORS

Within the Bell South executive ranks, one only need mention the term "RAMBO," and everyone immediately thinks of the Leadership and Values in Action program. Within the public administration sector of the executive development community a reference to a case study program (as recently occurred at the annual American Society for Public Administration meeting in Washington, D.C.) brings to mind the Kennedy School and programs like SMG. These are two examples of how individual factors help give a program an identity. In the first case, the context factor of an outdoor location is used to describe a program. In the second example, a process factor is used. While perhaps understandable, establishing identities in such a fashion at best contributes to a shallow understanding of the program, and at worst, contributes to the debased language described in Chapter One.

What is needed is a realization that overall program identities should not be determined by looking at one, or even several factors. Rather, what is required is a disciplined examination of a wide range of factors. Applying the framework for inquiry utilized in this study, for example, allows one to get beyond the superficial glance to the more thorough examination of executive development programs. The description and analysis sections of Chapters Three through Nine show one such use of the framework. They also highlight how a number of factors can contribute to a program's distinctive identity. Now, let us turn our attention to the contributions some of those factors can make.

CONTEXT

The framework for inquiry, outlined in Chapter Two, shows many of the context factors which can contribute to a program's identity. While it makes intuitive sense that the location of a program, mix of participants, and / or backgrounds of faculty could affect the way a program is perceived, the present study of the focus programs illustrates that context factors play an extremely important role. A few examples will help illustrate this point.

The U.S. Army War College (USAWC) program participants and those of the Center for Creative Leadership's (CCL) LDP encounter much of the same program content. In fact, participants from both groups take exactly the same diagnostic instruments (MBTI, KAI, and LSI). Yet, the context factors help make the experiences very different. The USAWC participants work with the instruments at a military installation, amidst their peers with whom they will be competing for top positions and with faculty who are a part of the military establishment. LDP participants work with the instruments at CCL's modern facility in Greensboro, with participants from a variety of organizations and with CCL's diverse faculty. Clearly, the contextual differences provide opportunities for very different experiences.

In looking at the two contextual settings described above, it could be argued that either of them is more appropriate than the other for taking the diagnostics and receiving the results. At the USAWC, one could argue that the opportunity to translate the results into meaningful, organization-specific, behavioral change is greater because other participants, faculty, and family are on-site and thoroughly familiar with the challenges of doing so in the military organization. Further, those same people could serve as an instant support group for helping participants change behaviors. On the other hand, one could argue that being surrounded by participants from other organizations and faculty not specifically familiar with the participant's organization provides a less constraining, more open environment in which the participant would feel more comfortable trying out new behaviors. Thus, depending on the values one holds, either contextual setting could be argued to be "better," at this point. Or, not feeling comfortable choosing between the two with this amount of information, one could embark on evaluating the two by gathering more information, and then choosing based on the results of that evaluation effort.

Critical to gathering the information necessary to understand a program and to truly understand its identity, is the program's objectives. This contextual factor can give good insights into the content, and / or breadth of the program. For example, NAV AIR's ELCD lists three specific objectives for the program. From them, it is clear that the program is aimed at pre-executives and endeavors to: 1) give them a framework to help their transition into the executive ranks; 2) provide an opportunity for skill development; and 3) provide each participant with an individual diagnostic profile. Accordingly, we would not expect the program to include presentations on the U.S. Constitution or on emerging foreign policy trends.

Conversely, the stated objectives of the Federal Executive Institute's LDS are numerous and very broad in scope. The eight LDS objectives (listed in Chapter Four) range from "developing a more complete understanding of and appreciation for the constitutional basis of American governance," to "improve individual readiness to exercise executive responsibilities through individual health, wellness, and financial assessment and counseling." Though these are both programs for federal administration executives, the objectives clearly signal that the programs are very different. And indeed, they are.

Though it may be obvious that different objectives could indicate differences in programs and may, in fact, provide insights into the overall program identity, perhaps some of the less obvious contextual factors should be discussed. One such example is food. The Program Manager for the World Bank insisted on personally meeting with the chef at CCL's Greensboro site before signing a contract with them. The President of the consulting firm which manages the outdoor component of Bell South's LVA sees meals as a critical part of the program. Why do these two veteran program managers concern themselves with the preparation and presentation of meals? "Because, to most participants, the entire program experience blends together. At the end, they will see this as one total experience, and if the food was less than fully acceptable, their overall view of the program will be negatively affected," said the World Bank's Program Manager.

The Kennedy School's extremely thorough administrative support to the SMG program is grounded in similar logic. Moore and Zimmerman (1986) were quoted earlier as saying, "Lacking administrative capacity can kill an otherwise successful program." So it is with a number of factors ranging from physical accommodations to integration of faculty members. However, beyond killing a program, these contextual factors can also serve to contribute to a program's overall identity.

A program's overall identity can also be greatly affected by careful attention to contextual details, such as the portrayal and selection of faculty and program support materials. SMG's conscious decision to highlight the faculty's practical experience and not their academic credentials helped foster the sense that both participants and faculty are elite players in public policy and administration. NAV AIR's use of the same faculty for ten years modeled the long-term partnership SEMDEP was establishing with its newest members. The World Bank's insistence that facilitators be competent in a multi-cultural training setting was consistent with the Bank's expectations that executives be competent in working as part of a multi-cultural workforce. Finally, Bell South's outfitting of all LDP participants in identical caps and wind breakers reinforced the point that though they each came from different locations and companies within the corporation, they were all a part of one Bell South corporation.

All of the above examples help show how an overall program identity is very complicated and is affected by a plethora of factors. Some of the factors are more significant than others, depending on the particular program. However, contextual factors such as length, objectives, physical conditions, participants, faculty, administrative support staff, and agenda should be seriously considered by anyone studying or formulating executive development programs. Additionally, they should not only be given consideration as individual factors but with an eye to their contribution to the overall program identity. This requires looking at the factors, not in isolation, but in concert with other factors, including ones this project has categorized as content and process. We now turn to the contributions of those factors.

CONTENT

The content of any program is obviously important to establishing that program's overall identity. However, we have already seen in the discussion on differences in experiences at the U.S. Army War College and at the Center for Creative Leadership, in the preceding section, how contextual factors can help make one experience with a set of diagnostics very different from another. Hence, it is important to look closely at the content itself and then to examine it in light of the other program factors. The framework for inquiry helps this effort.

The subject matter covered in a program are very important to establishing its overall identity. For example, I find it curious that Kennedy's SMG is known more for its "case approach" than for the content of the program. It is true that the case study method can help establish a detached, system-wide perspective, but the content of the cases and of the presentations and speeches does more to establish the identity of "executives as public policy elites" than does the use of the case method. Virtually all of the SMG program content involves famous issues (e.g., AWACS - the sophisticated military hardware; PATCO - the air traffic controllers organization) and public figures such as former Secretary of State Shultz, and former EPA Administrator Ruckelshaus. Had SMG chosen cases with a content of a less elite nature, the identity of the program might have been altered.

One useful way to describe and analyze program content is to examine its primary level of focus. Is it primarily oriented toward the individual, the organization, or the inter-organizational / environmental level? The Center for Creative Leadership's LDP is oriented almost entirely toward the individual. At the other end of the spectrum is SMG which primarily focuses on the inter-organizational / environmental level. More in the middle are the organization sponsored programs which tend to emphasize both the individual and the organization levels, such as NAV AIR's ELCD, the World Bank's EDPM 1, Bell South's LVA, and the U.S. Army War College program. The Federal Executive Institute's LDS is unique among the focus programs, as it seriously attempts to address all three levels.

As with all program factors, the level of focus of the content combines with other factors to help create the overall program identity. For example, the individual level focus of the Center for Creative Leadership's LDP content combines with the background of the faculty and the diversity of participants and a number of other factors to reinforce the LDP message that leadership is generic and largely rests with an individual's ability to apply the appropriate leadership style and decision making approach to the situation at hand. When CCL agreed to work with the World Bank in offering EDPM 1, CCL had to expand the focus of its work to include the organization level and, more specifically, the multi-cultural work environment of the World Bank. In the words of the World Bank Program Manager, "I believe that we have taught them some things and they have taught us some [things] as well."

That the Federal Executive Institute's LDS program is the only focus program clearly operating at all three levels is noteworthy. This is significant for two primary reasons. First, as mentioned in the program description and analysis (Chapter Four), the LDS program has been consciously restructured to broaden the content beyond the individual level which characterized its early years. Second, at four weeks in length, LDS is the longest of the focus programs and would seem to have the best chance of effectively working at all three levels. Nonetheless, by choosing to operate at all three levels, FEI has chosen to offer a program with a high "degree of difficulty." It also has highlighted the importance of the three levels in leadership and executive behavior.

Another factor to probe is whether or not the program content invites participants to go beyond their experiences in the work world and delve into their personal lives. Though there probably is a correlation with level of focus (e.g., individual level program having a higher occurrence than inter-organizational / environmental programs), there are differences among programs with similar levels of focus. In this study, the Federal Executive Institute's LDS and the World Bank's EDPM 1 stood out as having administrative practices in place to encourage exploration of the personal side of executive life, though sharing personal data among participants is encouraged by the Naval Aviation Administration's ELCD, U.S. Army War College, Center for Creative Leadership's LDP, and Bell South's LVA. At the Federal Executive Institute's LDS, the individual health, fitness, and financial counseling sessions stand out as explicit attempts to acknowledge the personal side of executive life. At the World Bank's EDPM 1, the participants are told that all records of the program sessions are confidential and no observers are allowed at the program site, in an attempt to encourage participants to be open about any topic, including their personal lives.

Finally, the program content should be examined for its orientation to change. For example, most programs which conclude with participants preparing some type of individual action plan are embracing a pro-change position at the individual level. The action plans center around behavioral changes which will help the participants be more effective leaders and executives when they return to their organizations. As one of the faculty at the Naval Aviation Administration's ELCD program said, "this whole program is about affecting change. If the participants, based in part on information they receive here, do not develop and commit to a plan of change, then the program is not succeeding."

Bell South's LVA is an example of advocating change at both the individual and organizational levels. As one of the consultants to the program said, "This program was born out of the need to change the way Bell South goes about its business." In fact, throughout the program, participants are encouraged to consider not only how they can change their individual behaviors, but how they can affect organizational change. Toward that end, Bell South has as one of its core values, "Positive Response to Change." Based on its LVA program, Bell South could amend that value to read "Positive Response to Change at the Individual & Organizational Levels."

It is important to distinguish the level of focus one is studying when reporting on a program's orientation to change, because programs can be pro-change at one level, and anti-change (or perhaps, less pro-change) at another level. This appeared to be the case at the Federal Executive Institute's LDS program. There, many attempts were made at encouraging individual change: use of diagnostics; presentations on health, fitness, and financial security; a daily agenda which included time for introspection and beginning new behaviors, and others. Yet, at the inter-organizational / environmental level, the message was much more supportive of the status quo and much less change-oriented. This was evidenced by the presentations given by people who have large investments in the existing system, including the Director of the Office of Personnel Management, and the Manager of the Senior Executive Service.

A program's orientation to change, then, can be greatly influenced by content factors. These factors combine with others (e.g., context factors such as composition of faculty) to provide a change orientation into the overall identity of the program. For example, at FEI the pro-change orientation at the individual level, and the anti-change orientation at the inter-organizational level, certainly play a central role in giving the LDS program an identity associated with growing, developing, and changing executives who are knowledgeable about and accepting of the system in which they work.

PROCESS

Like context and content factors, process factors are important to any program. All of the focus program managers said that their program processes were tailored to meet the learning objectives of their adult, executive participants. The description and analysis sections of Chapters Three through Nine showed how "adult learning theory" is put into practice. Three common themes emerge in this regard. First, all of the programs made efforts to insure that participants took responsibility for their own learning. This was particularly evident in the Naval Aviation Administration's ELCD, where the participants had to develop their own action plans without any extensive one-on-one coaching, and at the World Bank's EDPM 1 opening session where the program manager openly acknowledges that participants can be involved at a number of levels (from leader to detractor).

A second theme which emerged was the programs' conscious efforts to draw upon the experiences of the participants as learning instruments. Construing faculty as "facilitators" rather than experts was a common means of encouraging this sharing of experiences. Likewise, the common usage of small groups (e.g., problem solving groups at Kennedy's SMG, learning development teams at the Federal Executive Institute's LDS, and learning seminars at the U.S. Army War College) helped encourage the idea of learning from each other's experiences and perspectives. Together, the use of faculty as facilitators and the establishment of small groups of participants lessened the dependency on the faculty and heightened the responsibility of the participants to learn from each other.

The third major theme, consistent with adult learning theory, which emerged was the notion of linking program content concepts back to the work world of the participants. As noted in Chapter Three, this was a regular part of the Naval Aviation Administration's ELCD program process, in which facilitators and participants would relate program themes back to the "real world" at NAV AIR. Likewise, at Bell South's LVA, the outdoor component activities were always explicitly tied back to activity taking place in the corporation. The incident where the debriefing of the tennis balls activity (Probe) led into a discussion about ethical questions in the manufacturing process is a good example of linking the program to the work world of the participants.

In many ways, the three themes described above, which are consistent with adult learning theory, represent a large portion of the overall message being given to executives at these programs. First is the notion that as executives they will be required to continue to learn (i.e., become "lifetime learners") and that they, as individuals, are ultimately responsible for making this happen. As the program and faculty are not primarily responsible for their learning, their organizations and supervisors are not primarily responsible for their long term development. They themselves are! Second, is the belief that the best way for participants to learn, and implicitly to lead (remember the Center for Creative Leadership's LDP says that good leaders are good learners) is in collaboration with others, drawing upon all collective experiences. So, if these programs' processes have a collective, overall message, it is that the programs' processes model an approach which will serve the participants well as executives.

While the focus programs do share the common themes and message described above, they do not all utilize the same methods. Virtually all seven programs employed at least one method which is unique to it. Often, that method plays a role in establishing the identity of the program. At the beginning of this chapter, we noted how the case study method has become associated with the Kennedy School's SMG program. Likewise, the use of video taping role plays and experience-based activities using boards, blocks, boats, and ropes, respectively, are known to be a large part of the World Bank's EDPM 1 and Bell South's LVA. The U.S. Army War College involvement of spouses in the selection board exercise is an example of a process method being utilized to reinforce the portion of the program's leadership message regarding the integration of family into the military career.

Participants of the focus programs find themselves in varying degrees of psychological "comfort zones" during the course of the programs. For example, at Kennedy's SMG most participants seemed very comfortable reading and discussing the cases in the classroom setting. However, when the same classroom setting was used for the faculty member's presentation on leadership, many of the participants were temporarily taken outside of their comfort zones. The same could be said for portions of many programs, e.g. the outdoor component of Bell South's LVA. The point is that some programs purposefully create these situations as a means to enhance or accelerate learning.

SUMMARY

Programs in this study varied tremendously on the type and amount of effort they put into managing social and non-structured time as a part of the learning experience. At one end of the continuum is the Center for Creative Leadership's LVA, in which the interactions of participants and faculty / staff are limited to the 8:30 a.m. - 5:00 p.m. program time frame. At the other end is the Federal Executive Institute's LDS, in which the schedule purposefully includes an unstructured period each day from 12:00 noon - 3:00 p.m. for participants to engage in a multitude of self development, networking, and skill building opportunities. In the middle are the Naval Aviation Administration's ELCD in which "data sheets" on the participants are developed and distributed at the beginning of the program to facilitate social and networking activities. This wide range of approaches to social and non-structured time mirrors the multitude of process methods seen in this project.

The programs in this study seem to share the themes of having participants accept responsibility for their own learning, utilizing the experiences of the participants, and linking the program materials to the work-worlds of the participants. These three themes characterize a learning process which should serve the executives well in their roles as leaders and "lifetime learners." Within that overall process, there exists a wide variety of program methods, ranging from case studies to experience-based learning in the outdoors, all of which can contribute to an overall program identity and / or model of leadership or executive behavior. Finally, within that overall process, and utilizing different methods, the seven focus programs went outside psychological comfort zones and incorporated social / unstructured time periods to increase learning and development.

UTILIZING THE FRAMEWORK FOR INQUIRY

In this chapter, we have reviewed the seven focus programs and examined the importance of the framework for inquiry's context, content, and process factors. Now, we examine how a prospective participant or program sponsor could utilize the framework in selecting or developing a program.

The framework for inquiry is most useful for asking questions about programs, existing or potential. It facilitates specific questions around individual factors, such as participants, faculty, program objectives, topics covered, diagnostics used, reading materials, process methods, social and unstructured time, and others. It also facilitates more integrative questions surrounding the relationships among factors such as the following question: "Specifically, which content topics and which process methods contribute to the accomplishment of a given program objective?" A prospective participant could utilize the framework for inquiry to formulate many penetrating questions to get beyond much of the superficial, promotional material mentioned in Chapter One. Likewise, a program sponsor could use the framework for inquiry to plan a new program or to analyze an existing one.

SELECTING AN EXECUTIVE DEVELOPMENT PROGRAM

Consider the not so unlikely scenario of a Federal government manager who is broadly authorized to participate in "one executive development program outside the Agency this fiscal year." Conceivably, he or she could consider Kennedy's SMG and the Center for Creative Leadership's LDP. Is one better than the other? By now we can see the trap of such a question - they are not better or worse, they are different - they are very different indeed.

Application of the framework tells us the full range of differences. It would reveal great context differences such as length (3 weeks versus 1 week). Content differences, such as the focus ranging from Kennedy's primarily inter-organizational / environmental level to CCL's focus on the individual level, would be evident. Process method differences involving the use of case studies of famous public issues and well-known public figures (Kennedy) versus feedback sessions (CCL) would surface. So, even minor inquiries structured around the framework could produce very useful information about the two programs for a prospective participant.

Of course, a more rigorous application of the framework could also be made by the prospective participant or program designer. This would allow him or her to begin to see how the program factors combine to give the programs overall identities. It could also be used to determine the overall coherence or integrity of a program. Finally, it is a way to explore implicit and explicit program beliefs about leadership and executive behaviors, as this project has attempted to do. The prospective participant would then have to analyze this information in light of his or her own individual wants and needs and make a selection.

Government Versus Business Executives

The hypothetical case of the federal government manager described above raises the executive development version of the longstanding question about the similarities and differences between government and business organizations. Should executive development programs for government executives be different from those for business executives? I have heard emphatic answers of both yes and no from professionals in the field. Unfortunately, those answers are often given without seeking further clarification. Either the Paul Appleby (1945) "Government is Different" argument is deployed in arguing for distinct programs, or the "leadership may be situation-specific, but not sector-specific" (Hersey & Blanchard, 1988), case is made in favor of having the programs be the same.

The present study and the framework for inquiry will not definitively answer the question. However, they may elevate the level of discussion by shining more light on the level of program content the government executive is seeking. If he or she is seeking content at the inter-organizational / environmental level (i.e., how the public policy and administration system works), then I believe a distinct program may be warranted. If, on the other hand, that person is seeking more emphasis at the individual level (i.e., self-awareness through diagnostics and feedback), then perhaps a program which is indifferent to the sector of the participants' employers is preferable. Using the focus programs of this study, then, the former executive may be well-served by a program such as Kennedy's SMG and the latter by the Center for Creative Leadership's LDP.

Finally, what about the more fuzzy area of a business executive or two participating in government organization-sponsored programs focused primarily at the organizational and individual level, such as the NAV AIR program? Or, vice versa, what about a government executive participating in a business organization-sponsored program such as Bell South's LVA? Regarding NAV AIR, recall that in Chapter Three I noted that one of the ironies of that program was that, despite its governmental context, ELCD's overall message had a much wider range of applicability than just the sponsoring organization's employees. Hence, a business executive might benefit greatly from participating in ELCD, despite its sponsorship by NAV AIR.

At Bell South's LVA, there was one "scholarship" public administrator participating, a school principal from the Atlanta, Georgia public school system. He told this researcher that it was the most meaningful developmental experience of his career. When asked about being the only non-Bell South employee in the group, he said that the experience-based activities made it easy for him to assimilate into the group. When asked about the relevancy of the corporation-sponsored program to his school system, the principal said that "the issues facing Bell South are similar to those facing schools, the need for leadership and the need for constructive organizational change." Hence, this study did at least uncover some anecdotal evidence that some government /

business mixing at organization-sponsored programs which are oriented at individual / organizational levels can be meaningful for the participants from outside the sponsoring organization.

CREATING NEW PROGRAMS AND IMPROVING EXISTING PROGRAMS

Similar use of the framework could be made by program sponsors studying existing or potential programs. It provides them with a fresh opportunity to ask some very basic, but necessary questions about their programs. Take, for example, the possible scenario of a top executive reading an article about Bell South's LVA program and saying to a manager whom he supervises, "Let's start something like this here." Or, consider a situation in which an organization has been offering an executive development program for years, but recently decided that it should be "updated." In both cases, the question of where to begin arises. The framework offers an opportunity to structure approaches to both of the above cases.

Uses of the framework for inquiry in applied settings such as selecting, developing, or updating programs are quite appropriate. They, like the descriptions and analyses of the seven focus programs found in Chapters Three through Nine, show how a structured inquiry can assist efforts in the field of executive development. Use of the framework not only highlights the importance of many individual context, content, and process factors, but also facilitates the exploration of larger issues, such as program identity, leadership, and executive behaviors.

Though we have argued throughout this study that executive development programs are extremely complex and should not be reduced to simplistic descriptions such as a "case study" program or an "outdoor program," we do believe that the framework for inquiry (pages 49-52) can be useful in raising some key penetrating questions which provide a general understanding of a program or potential program. As human vital signs like pulse rate, temperature, and breathing patterns can give important signals about the physical condition of a human being, so too can questions about selected context, content, and process factors provide vital information about executive development programs. These penetrating questions, then, should be used much like a medical professional uses physical vital signs, as preliminary indicators of the existing condition, and as a guide for further professional action, but not as an instrument for in-depth understanding. Accordingly, the following series of questions is offered as a very practical means of painting a preliminary picture of an executive development program.

Context

What are the objectives for the program? Exactly what are the expected outcomes of the program?

Who should participate in the program? Should the participant mix consist of actual executive work teams, a cross section of executives from throughout the organization, a random mix of executives brought in through an open enrollment policy or some other combination of executives?

Are there specific condition constraints on the program such as cost, location, or length?

What are the human resource requirements necessary for administering and presenting the program? Will those resources come from within the organization, outside contractors, or some combination of both?

Are there other organizational initiatives (e.g., total quality management program, training and development programs) with which this program should be coordinated? Will the participants enter the program with a pre-existing concept of leadership and / or executive behavior?

Content

What is the primary subject matter to be addressed? To what extent will the program materials relate to the specific work experiences of the participants (e.g., the World Bank's own in-house cases vs. Bell South's use of "Bridge on the River Kwai")?

Do the materials tend to focus on the individual, organizational and / or inter-organizational / environmental level(s)?

Will the program utilize diagnostic instruments, and if so, which ones? How will the instruments be related to the other materials?

Does the program have an explicit or implicit orientation toward change? Is this the same or different at the individual, organization, and inter-organizational / environmental levels?

Is the program grounded in a specific concept of leadership and / or executive behavior?

Process

To what extent is the program design consistent with the basic tenets of adult learning theory? Will the participants' previous experience and education be valued and drawn upon during the program?

What are the primary methods to be used in the program? Are they consistent with the other context and content factors?

Are the faculty members competent in their respective content areas, proficient in the prescribed process methods and knowledgeable about the work situation of the participants? Do they understand the special demands of executive development programs?

To what extent will the program attempt to meet individual (participant) learning needs? Are individual development plans prepared?

Is the program reviewed and evaluated? Is this information used to improve the program and / or to design follow up programs?

Summary

This discussion of penetrating questions is an explicit attempt to show how a practicing professional could use the framework for inquiry to plan a new executive development program or to modify an existing one. However, as a complete medical examination does not stop with the recording of vital signs, executive development program planning should not stop with consideration of the above questions. Rather it should involve careful attention to all program factors and their interactions. None the less, use of the penetrating questions does serve to quickly focus the inquiry and to indicate areas requiring more attention.

CHAPTER ELEVEN

BEYOND THE FOCUS PROGRAMS: IMPLICATIONS FOR EXECUTIVE DEVELOPMENT PROGRAM DELIVERY AND RESEARCH

The purpose of this final chapter is to broaden the perspective beyond the focus programs of this study. In so doing, we first present a concept called program coherence which argues for alignment and intentionality regarding all program factors. Next, we briefly consider program evaluation and future research. Finally, we conclude with a look to the future of executive development programs.

PROGRAM COHERENCE

Bolt (1989) and Ulrich (1989) make a convincing argument that organizations are best served by executive development programs which are used to advance the organizational strategy and ultimately to improve the organization's competitive position. This implies a thorough integration of executive development programs into an organization's overall operations. While useful from the organizational perspective, this concept is lacking as an overall guide for the field of executive development. It does not address the fact that many high quality programs (e.g. Center for Creative Leadership's LDP) are drawing thousands of participants from all types of organizations each year through open enrollment policies. Neither the participants selecting these programs nor those involved in program delivery or evaluation are helped by this organizational perspective. Program coherence is a concept which attempts to address those needs at the program, not organizational level.

Program coherence is also a concept which acknowledges the complexity of executive development programs such as those included in this study. Many factors are a part of any program and for a program to exhibit true program coherence, all of those factors must be aligned toward an overall program identity. Additionally, all program factors should be put in place intentionally, not automatically and not out of convenience. Then, and only then, will programs meet the needs of the organization which is sponsoring it (e.g. NAV AIR, Bell South, World Book), or a particular sector of managers (e.g. Kennedy, FEI), or the needs of managers from a multitude of organizations brought to the program through open enrollment (e.g. CCL).

ALIGNMENT OF FACTORS

Alignment of factors refers to the extent to which each program factor contributes to an overall program identity that includes some explicit or implicit beliefs about leadership and/or executive behaviors. What must be kept in mind is that an executive development program is often seen by the participants as one overall experience with a prescriptive message about leadership and appropriate executive behaviors. Therefore, it is important that the parts of the message build to a coherent whole that is practical and readily understood.

If program factors are thought of as many individual arrows, then it becomes the program professional's responsibility to insure that as many of those arrows are pointing in the same direction as possible. Also, it is critical that none are pointing away from the direction of that central identity, as the overall message to the participants then becomes less clear. For example, I described earlier how the meal times of the outdoor component of the Bell South LVA program were left flexible and decided upon via radio conversations during the experienced-based activities. This is a case of the program professionals not wanting to garble the prescriptive leadership message of balancing task, team and individual needs by artificially interrupting the teams of participants in order to meet a program task need of feeding them a meal.

While sticking to the central message through the alignment of factors may make good intuitive sense, it is more difficult in practice than in concept. One reason it is difficult is because of the natural tendency on the part of the program professionals to want to squeeze as much content as possible into a program. Often this means deciding not to survey competing approaches or engage in interesting digressions, as so often is done in university courses. Two examples from the focus programs serve as good models of this. Despite the NAV AIR faculty having backgrounds in university education, where they teach classes addressing a variety of leadership theories, they kept the discussion focused at ELCD on the two leadership sources being used in the program, Robert Quinn, and Hersey and Blanchard. They did not venture off into discussions about other theorists, as they would in a university class, but instead stayed closely focused on accomplishing the objectives of the program using the planned content.

Likewise, the World Bank program professionals have resisted adding new topics to EDPM 1 or in any other way impinging upon the relatively large blocks of unstructured time set aside for the participants. They have done so because they see EDPM 1 as a rare opportunity for busy bank executives to have quiet periods for introspection and action plan development. Both the ELCD and EDPM 1 program professionals resisted the temptation to present more of the "big picture" and stayed focused on the central message of the program and the needs of the participants. A faculty member of ELCD said that executive development was, in this regard, very different from university teaching. Unfortunately, he said many university faculty doing executive development work do not know this.

STRATEGIC INTENT

In addition to program coherence requiring alignment of factors in the same direction, this concept calls on program professionals to be intentional in their design and delivery of executive development programs. Drawn largely from Hamel and Prahalad's 1989 article, "Strategic Intent," the central idea here is to base all program decisions around the strategic intent of the program. Strategic intent refers to an ambitious vision of what the ideal program of the future would look like and would accomplish. Resource allocation decisions are then made to support the strategic intent. For executive development programs, this means that program professionals would be working constantly to improve the mix of factors which go into the making of an overall program identity.

Striving to achieve strategic intent involves constantly checking decisions about program factors against the ambitious vision of the ideal program. Obviously, such an approach rules out making automatic or convenient decisions about program factors. Automatic decisions are ones where the program professionals don't even consider altering a program factor such as the agenda because "we have always done it that way." Convenient decisions are those where the professionals realize improvement could be made in a program factor such as site location, yet decide to hold the program at that location because it is "close to the office" or "they are familiar with our method of payment." Coherent programs moving toward achieving strategic intent avoid automatic and convenient decisions about program factors.

LEVERAGING CORE COMPETENCIES

Coherent programs also approach strategic intent by "leveraging core competencies" and not by getting locked into traditional means of doing business. Hamel and Prahalad (1989) explain how Honda could have easily seen themselves as ground transportation specialists based on their success building motorcycles and automobiles. Instead, they realized that their major core competency was in producing high performance engines and then moved successfully into producing lawn mowers, marine engines and generators by leveraging that core competency. Coherent executive development programs also look to leverage their core competencies and do not get locked into traditional means of program development and delivery. The example cited earlier involving ELCD faculty showed a leveraging of a core competency (knowledge of leadership theories) and an ability not to get locked into an inappropriate means of delivery such as conducting a university type class in an executive development setting.

Identifying and leveraging core competencies is a difficult process, because we often define ourselves (as organization and as individuals) by the services or products we provide, or by the roles we play. However, the proponents of utilizing core competencies argue that organizations and individuals must look beyond those identities formed by services, products, and roles to the distinctive skills and abilities which make up those core competencies. Only then can an organization such as Honda begin to see itself as a high performance engine specialist, rather than as a transportation specialist. Only then can they begin to see the ambitious vision of successfully competing in product lines such as lawn mowers, marine engines, and generators. A redefinition of self, based on core competencies, is a critical step in achieving strategic intent.

The leveraging of core competencies means more than incrementally squeezing out more production of the same product, service, or role. Rather, it means re-orienting existing competencies toward new products, services, and roles. It means focusing existing resources on achieving the ambitious vision of strategic intent. An example of this re-orientation would be the executive development professionals who first saw the potential of providing high impact learning opportunities for executives through outdoor ("wilderness") experience. They envisioned a completely new role for the "outdoor professionals," who previously saw themselves, primarily, as recreational guides. Instead, they saw that the core competencies of outdoor professionals were really in providing a challenging, but safe opportunity for people to explore new experiences. The executive development professionals simply re-deployed these competencies, and, in so doing, created a major breakthrough in the field - outdoor, experience-based, executive development programs.

Leveraging core competencies as a part of providing a coherent program would seem to be a particularly powerful concept for two traditional groups of program providers, training and development departments of large organizations and universities. Both would seem to have some core competencies which would serve them well in executive development. Yet, at the same time, both have some traditional means of operation and traditional images of themselves which hinder their effectiveness. For example, training and development departments provide the bulk of training for middle managers and supervisors, but only a small percentage of the executive development programs (Stephan, et, al 1988). For training and development departments wishing to provide successful executive development programs, they should seriously consider the aspects of executive programs which set them apart from traditional training and development programs. With that as a starting point, they should then proceed to examine their core competencies, and their traditional images and means of operation, which could be blocking their success.

That the traditional training and development approach and image is not consistent with coherent executive development program delivery was reinforced throughout this study. At NAV AIR, ELCD is sponsored by the Naval Aviation Executive Institute and not by their training and development office. Likewise, Bolt (1989) describes Bell South's formation of the BSMI in which the director is quoted as saying, "You will notice that I never use the word training. I removed it from my vocabulary. That's because training implies that a trainer has command of skill or knowledge he or she will impart to a group of students that do not have the same skill or knowledge. That concept, it seems to me, does not fit all cases when it comes to executive education. There is a need for greater discovery and involvement on the part of the executives." (Bolt, 1989:124)

If executive program delivery is not traditional training and development, neither is it traditional university education. Like the training and development departments, universities wishing to be more involved in executive development should also examine themselves using the ideas of strategic intent, core competencies, images, and means of operations serving as barriers to program delivery. Kennedy's SMG program appears to be an example of leveraging core competencies (e.g. high quality faculty) without getting tripped up by traditional means associated with university programs (e.g. low levels of administrative support, emphasis on academic credentials and a tendency to want to explore "the big picture"). Rather, they have demonstrated that executive development programs can be carried out in a university setting, but not without some fundamental changes away from traditional university means of operation. Coherent executive development programs are not merely shortened university graduate courses.

Greiner (1987), in an extremely candid article entitled "Confessions of an Executive Educator," tells of his experiences in the world of executive development where on numerous occasions he was told to make his presentation "relevant to their kind of business." Greiner calls this entertainment, not executive development and estimates that "entertainment without development" accounts for about 75-percent of the management education budget" (Greiner 1987:37). If Professor Greiner's estimate is even close to being accurate, the potential for improving executive development programs is tremendous. Getting out of the traditional training and development, graduate school, and entertainment modes appears to be a good first step. One way to do that is to use the concept of program coherence.

If executive development professionals begin a serious quest for program coherence, the quality of executive development program delivery should improve greatly. Programs such as those covered by this study might become more the norm than the exception, as other programs begin to align factors and become intentional in their decisions. In moving toward program coherence, core competencies would be discovered and procedures which serve as impediments discarded. The result would be continuously improving programs which meet the needs of their executive clients.

One clear by-product of the move to program coherence would be an increase in the "truth in advertising" associated with the programs. As programs become more coherent and program managers more aware of what they are actually doing, brochures and other promotional materials should be more informative. Simply spelling out an overall program identity would be a good start. The material could address the major context, content and process factors so that a potential participant could at least know which content level(s) (individual, organization, inter-organizational/environmental) are the program's major focus. Finally, some sense of the program's orientation to change would also be of use. Clearly, a movement toward program coherence should result in improvements of the entire executive development enterprise: from program development and delivery to the brochures and other promotional materials.

Finally, it should be stated that an embrace of program coherence is a rejection of the "cafeteria style" approach, in which pre-assembled "modules" of various topics, with multiple process methods are assembled into packages. This is diametrically opposed to what is being advanced here. Program coherence strives for all factors to contribute to a tightly focused, overall program identity with specific leadership and executive behavior perspectives. Cafeteria-style programs piece together off-the-shelf, generic modules into a whole program. While perhaps suitable for supervisory or middle management training, this more mechanical, piecemeal approach seems to be a poorly suited one for executive development. Program coherence, on the other hand, is more holistic in the sense of blending program factors into an overall program identity in which leadership and executive behaviors are addressed in a way that is meaningful to the executive participants and their sponsoring organizations.

EVALUATION AND FUTURE RESEARCH

This study used a structured framework to describe and analyze seven highly regraded executive development programs. In so doing, the objective was to offer one way to explore the enterprise of executive development and to move beyond the problem of debased language used to describe and market the programs. I have purposely not set out to evaluate the programs. However, evaluation of executive development programs remains a necessary and growing need. Simply put, the field of executive development must eventually know what effects programs are having on the participants and on their sponsoring organizations.

McEvoy and Buller (1990), however, caution against being too rigid in approaches to training evaluation, as a number of "uneasy pieces," or unknown factors, can upset the textbook evaluation approach. They describe that approach as consisting of five steps:

1. Developing criteria;
2. Deciding on level of evaluation (reaction, learning, behaviors, results);
3. Choosing appropriate time frame;
4. Considering reliability and validity, and;
5. Selecting a design (experimental, quasi-experimental).

Consider just a few of the possibilities which can cause problems: (1) training is not really training, but a perquisite; (2) the purpose of the program is not to improve performance in a traditional sense, but to provide symbolic meaning within the organization, and;

(3) the program's biggest benefits are to the participants outside their work lives. Any of those three possible situations would confound most evaluation studies. Further, Roback (1989) has shown evaluation in Human Resources Development, in general, is not very advanced in its theoretical base or methodological approach.

If the above cautions are issued to training programs in general, they would seem particularly applicable to executive development programs. At the executive level, the work environment is "noisy" and the work assignments non-routine. Hence, attributing outcomes to the performance of individuals is difficult enough without trying to calculate the portion of that outcome which is attributed to an executive development program. So given that murky picture, should we simply abandon evaluation efforts? My answer is no.

Just because evaluation of some executive development programs defies the classic approaches and techniques does not mean that the quest for knowledge about the effects of the programs should be abandoned. Quite the contrary, the search should be intensified. However, this will require new and innovative evaluation techniques which are capable of working with the realities of executive development programs. This means a blending of the more traditional, empirical evaluation work with qualitative approaches designed to capture some of what McEvoy and Buller call "hidden issues". This new approach to evaluation is paramount, as the danger of reliance solely on empirical social science methods is clear. "It is possible that the emphasis on increased accountability in the training function may drive out programs that cannot demonstrate quantitative, measurable improvements in performance or results. Such an outcome would be unfortunate indeed." (McEvoy and Buller, 1990:42)

As good quality evaluation work is badly needed, so is solid prescriptive research which is useful to the executive development professional community as a whole, as well as to specific organizations and individuals wrestling with the challenges of executive development. Researchers must begin to focus on prescriptive work which will give practitioners in the field insights into handling the complicated challenges they face. Knowledge must begin to inform practice better. Researchers should be guided by a simple principle of learning what works and what doesn't work under various conditions. Having said that, can the field ever become so routine that off-the-shelf programs (with context, content and process factors spelled out in great detail) are simply used when certain needs arise? Probably not, as each situation presents new and unique challenges. However, that is no reason not to work toward a better understanding of the interrelationships of the many factors involved in executive development programs. A more respectable base of knowledge must be built.

FUTURE OF EXECUTIVE DEVELOPMENT PROGRAMS

Throughout this dissertation, different topics have pointed toward the future of executive development programs. Ranging from the predictions of many more programs to Bolt's "Keys to Success" to my call for program coherence, it is clear that the potential for executive development programs is great. Will the field achieve this potential by assisting organizational and individual capability building, or will it squander the opportunity and turn into a passing fad? I believe that the answer to that question will depend largely on the field's willingness to work from three basic principles. They are described below.

I. EXECUTIVE DEVELOPMENT PROGRAMS ARE COMPLEX

This dissertation has shown the myriad of factors which are a part of any program. Together, these factors combine to give programs unique identities. For programs to be coherent, all of the factors must be aligned and must result in an overall experience which accomplishes the organizational and / or individual development mission. If any of the factors are out of alignment (e.g., due to automatic or convenient decisions), then the central message can be lost, as can the program's effectiveness.

A willingness to accept the complexity of the field also implies a rejection of simplistic approaches to executive development programs. The field must begin to think and talk about programs in a more complete fashion than is currently exhibited in brochures, articles, and conference discussions. To simply label Kennedy's SMG "a case study program," or Bell South's LVA "an outdoor program" does an injustice to those programs, and ultimately damages the field. The framework for inquiry utilized in this project is one attempt to elevate the level of discourse surrounding executive development programs.

II. DIVERSITY WITHIN THE FIELD OF EXECUTIVE DEVELOPMENT

The strength of executive development lies in the field's diversity. The seven focus program serve to demonstrate the great variability within this field. Within all three areas of context, content, and process we saw great variety in approaches. Faculty backgrounds ranged from law and clinical psychology to business and education. Content included public policy issues, the film "Bridge Over the River Kwai," and Rubicon, a search and rescue simulation. Process methods ranged from classroom lectures and videotaped role plays to outdoor activities. The lesson is that the field has great variety within it, setting up the potential for difficulty in communicating across the entire field. Every effort must be made to recognize the legitimacy of all of the approaches of the field and not to dismiss a particular content topic or process method on the basis that it originates from another perspective.

Given the broad charge of developing organizational and individual capabilities at the executive level, it is fitting that the field would be so diverse. After all, the conditions surrounding the development mission vary tremendously from organization to organization, and from case to case. Therefore, the broad range of program variability should be utilized to meet the multitude of executive development needs. Here Bolt's suggestion that programs of the future be custom-designed becomes relevant. Those designing programs should be able to draw from the broad array of program factor options to assemble a program which specifically meets the executive development needs of that particular situation. Program professionals should not be limited to one particular approach, and most certainly should not be limited to a "one size fits all," off-the-shelf program.

III. EXECUTIVE DEVELOPMENT PROGRAMS AS INVESTMENTS

The executive development focus programs described in this study are not inexpensive undertakings, nor are most other executive development programs. As such, participants and their sponsoring organizations are looking for returns on their investments. Therefore, executive development professionals must assume the same responsibility as any other investment advisor. That is, they must be realistic in describing the risks and potential rewards of the program.

Executive development programs are not quick fix types of solutions for organizations or individuals facing serious problems. Rather, they are developmental efforts which, when combined with other organizational and individual initiatives, can be quite powerful. To return to the investment metaphor, executive development programs should be viewed as long term investments, not short term "strike it rich" schemes. NAV AIR's ELCD is a positive model in this regard, as it is offered as the initial activity in a multi-year developmental partnership between the participant and the organization. Ideally, executive development programs will be linked with other organizational initiatives, such as strategic planning, succession planning, and organizational development, as well as individual initiatives such as continuing education and career planning.

Clearly, one limitation to providing sound advice about the risks and rewards of executive development programs is the lack of high quality information. One of the biggest beneficiaries of the improved research efforts called for earlier will be the line managers making decisions about executive development program expenditures. Executive development professionals will be better equipped to demonstrate to managers some of the likely short term and long term costs and benefits, and line managers in turn will be making more informed decisions. This will only happen, however, through the collaborative efforts of researchers and practitioners working together to improve the field's knowledge base.

CONCLUSION

This dissertation has been about exploring executive development, which, as a field, endeavors to cultivate organizational and individual capabilities. Through the use of a structured framework and seven focus programs, it has endeavored to raise the level of understanding for both researchers and practitioners involved in this important enterprise. It also offers the field one way to organize thoughts and discussions about executive development programs. It is hoped that the conceptual staking out of this new and relatively unchartered territory will serve as a foundation from which research and application will follow. Now is the time for that to happen.

APPENDIX

NAVAL AVIATION EXECUTIVE INSTITUTE

Seminar on Executive Leadership and Career Development

Program Facilitators: Dr. Cynthia McSwain and Dr. Orion White

SUNDAY:	PM	Building a Learning Climate
	EVE	Dinner, Speaker, and Reception
MONDAY:	AM	Introduction to the Course, History of Management, Initial Leadership Profile Diagnostic
	PM	The Myers-Briggs Types Indicator as a Diagnostic Tool
	EVE	NAEI Presentation
TUESDAY:	AM	The Myers-Briggs Types Indicator and Teamwork
	PM	Situational Leadership Theory, Scoring of Feedback and Simulation
	EVE	Guest Speaker
WEDNESDAY:	AM	Situational Leadership Skills, Confronting Problem Employees, Behavioral Change Strategies, and Organizational Situations Analysis from Executive Perspective
	PM	The Executive Perspective I: Organizational Structure
	EVE	Open
THURSDAY:	AM	The Executive Perspective II: Organizational Culture The Executive Perspective III: Power, Politics, and the Environment
	PM	The Executive Perspective IV: Understanding and Coping with Change
	EVE	Reception and Dinner
FRIDAY:	AM	Group Discussion, Final Diagnostic Profile The Vocation of Public Management

FIGURE 1

Program 170

Leadership for a Democratic Society

(August 19 - September 14, 1990)

Week 1

Program Coordinator: Mark Safferstone
Program Assistant: Louise Helvin

Sunday August 19	Monday August 20	Tuesday August 21	Wednesday August 22	Thursday August 23	Friday August 24	Saturday August 25
	Breakfast 7:00-8:00					
	8:15-9:00 Opening Session 9:15-10:15 The FEI Program 10:30-12:00 Opening Leadership Development Team Meetings (LDT's)	8:15-10:15 Values and the American Constitution 10:30-12:00 Ethics in the Public Service	8:15-12:00 Myers-Briggs Workshop	8:15-12:00 FEI Wellness Program • Screening • Health Risk Appraisal	8:15-12:00 Executive Case Studies (LDT's)	8:15-12:00 • LDT Activities • Goal Setting & Course Selection
	Lunch Noon-1:00					
	[illegible]					
	2:30-3:15 FEI Wellness Program 3:15-5:30 LDT Presentations	3:00-5:30 You and the Constitution: Application	2:45-3:00 Group Photo 3:00-5:30 Management Simulation: LEADOUT	3:00-5:30 LDT Activities	3:00-5:30 Executive Case Studies (LDT's)	1:00-2:00 Management Fair 2:00 Exploring Jefferson's Country
4:00-6:00 Registration and Check-In	[illegible]					
Dinner 6:00-7:00	Dinner 6:00-7:00					6:00-7:00 Picnic/Barbecue
7:30-8:30 Welcome to FEI Administrative Briefing Intro. to Wellness Program	7:30-8:00 Reading Assignments	7:30-8:00 Reading Assignments	7:30-9:00 Personal and Organizational Values	7:30-9:00 Introduction to Executive Case Studies (LDT's)	7:30-9:00 Executive Case Studies (LDT's)	

<u>Leadership Development Team Facilitators</u>:
Allen Hard
Charles Hicks
Ken LaFleur
Jerry Learmonth
Joe Mangino
Art Peterson
Herb Sigurdson
Joe Stehno

<u>Committees</u>:
Community - Mark Safferstone
Social - Allen Hard
Forum - Jerry Learmonth

FIGURE 2

Federal Executive Institute

FIGURE 2 (continued)

Program 170

Leadership for a Democratic Society

Week 2

(August 19 - September 14, 1990)

Sunday August 26	Monday August 27	Tuesday August 28	Wednesday August 29	Thursday August 30	Friday August 31	Saturday September 1
			Breakfast 7:00-8:00			Breakfast 8:00-9:00
8:00-12:00 Monticello Commentary and Tour	8:15-8:30 Week 2 Overview and Briefing 8:30-12:00 Week 2 Classes Begin	8:15-10:30 Classes Meet 10:45-12:00 Video Teleconferencing	8:15-12:00 Classes Meet	8:15-12:00 Classes Meet	8:15-9:15 Distinguished Executive-in-Residence 9:30-12:00 Week 2 Classes Conclude	
			Week 2 Classes Meet			
			Lunch Noon-1:00			
[illegible]						
	3:00-5:30 Special Forum: Implementing Management Controls	3:00-5:30 FEI Wellness Program • Substance Abuse • Nutrition	3:00-5:30 Special Forum: Soviet Union	3:00-5:30 Classes Meet		
[illegible]						
			Dinner 6:00-7:00			
7:30-9:00 Panel: America's Position in the World	7:30-9:00 Distinguished Executive-in-Residence	7:30-8:30 Executive Forum	Unscheduled Evening	7:30-8:30 Executive Forum		

<u>Week 2 Classes:</u>

1. The Soviet Union Under Gorbachev, Joe Dundelinger
2. Elements of Thought: Executive Communications, Barbara Stuckey
3. The Organizational Impacts of Information Technology, Jerry Learmonth
4. Creative Problem-Solving: Ten Economic Concepts for Executive Power, Harley Hinrichs

Week 3

Program 170

Leadership for a Democratic Society

(August 19 - September 14, 1990)

Sunday September 2	Monday September 3	Tuesday September 4	Wednesday September 5	Thursday September 6	Friday September 7	Saturday September 8
Breakfast 8:00-9:00	HOLIDAY		Breakfast 7:00-8:00			Breakfast 8:00-9:00
		8:15-8:30 Week 3 Overview and Briefing 8:30-12:00 Week 3 Classes Begin	8:15-12:00 Classes Meet	8:15-12:00 Classes Meet	8:15-12:00 Week 3 Classes Conclude	
		Week 3 Classes Meet				
			Lunch Noon-1:00			
		3:00-5:30 Special Forum: Stakeholders in the Federal System	3:00-4:15 Stress Management 4:30-5:30 Senior Executive Service: Now and in the Future	3:00-5:30 Special Forum: Executives and the News Media		
			Dinner 6:00-7:00			
		7:30-8:30 Executive Forum	Unscheduled Evening	7:30-9:00 Special Forum: Changing Workforce Demographics		

<u>Week 3 Classes:</u>

1. In Pursuit of Promises: The Principle Course in Negotiation, Bill Lincoln
2. The Science of Leadership and the Art of Gaining Followers, Warren Blank
3. Privacy, Personal Liability and the Constitution, John Irving
4. Executive-Media Relations: Unwritten Rules For An Uneven Playing Field, Bill Anderson

FIGURE 2 (continued)

FIGURE 2 (continued)

Program 170

Leadership for a Democratic Society

(August 19 - September 14, 1990)

Week 4

Sunday September 9	Monday September 10	Tuesday September 11	Wednesday September 12	Thursday September 13	Friday September 14	Saturday September 15
Breakfast 8:00-9:00			Breakfast 7:00-8:00			
	8:15-8:30 Week 4 Overview and Briefing 8:30-12:00 Week 4 Classes Begin	8:15-12:00 Classes Meet Week 4 Classes Meet	8:15-12:00 Classes Meet	8:15-9:15 Executive Forum 9:30-10:30 Taking Your Wellness Home 10:45-12:00 Synthesis and Planning	8:15-9:00 Wrap-Up/Evaluation in Leadership Development Teams 9:15-9:45 Director's Remarks 10:00-12:00 Graduation	
			Lunch Noon-1:00			
[redacted]						
	3:00-5:30 Special Forum: The Changing Face of Europe	3:00-5:30 Special Forum: Managing for Quality in the Public Service Environment	3:00-5:30 Week 4 Classes Conclude	3:00-5:30 Synthesis and Planning	1:30 Macy Wang Dedication	
[redacted]						
			Dinner 6:00-7:00			
	7:30-8:30 Executive Forum	7:30-7:45 FEIAA Presentation 7:45-8:45 Executive Forum	7:30-8:30 Special Forum: Wellness in the Workplace	Unscheduled Evening		

Week 4 Classes:

1. Strategy, Power and Influence, Gail Funke and Billy Wayson
2. Executive Career Planning and Development, Allen Hard and Bob Pate
3. The Pacific RIM: America's Stake, John Copper
4. Managing Information: The Key to Executive Survival and Growth, Dick McCaffery

Federal Executive Institute
"LEADERSHIP FOR A DEMOCRATIC SOCIETY"

Program Elements

ELECTIVES

Theme Tracks	Environment	Organization	Individual
Elements of Public Service	• Foundations of American Constitutional Government	• Great Presidents of the 20th Century	• Ethics and the Art of the Possible
Role of the Federal Career Executive	• Managing Institutional Relationships	• Managing Information and Decision Support Systems	• Executive Creativity and Innovation
Leadership for the Future	• Strategy, Power, and Influence	• Leadership and Work Group Effectiveness	• Negotiation and Conflict Resolution
	• America's Position in the World	• U.S.-Soviet Relations (Topic Varies)	• Economics of Decision Making for Executives
Personal and Interpersonal Effectiveness	• Managing an Increasingly Diverse Workforce	• Managing Health Through Planning and Prevention	• Elements of Thought: Executive Writing

Relationships Among Conflicting Constituencies: Introduction to Conflicting Constituencies Concept in First Week Core Program; Multiple Constituencies Speakers Series and Group Projects; "Leadership: Strategy, Power, and Influence" (Elective)

Federal Executive Institute
"LEADERSHIP FOR A DEMOCRATIC SOCIETY"
Program Plan

Integrating Mechanisms — Performance Model: Linking Individual Capabilities and Development to Organizational Performance
(continuing throughout program)

- Learning Teams and Weekly Feedback
- Comprehensive Group Projects
- Executive Constituencies Speakers Series
- Presidential Rank Award Winners in Residence Program
- Individual Executive Leadership Assessment, Identification of Learning Styles and Performance Gaps, Executive Development Plans Determined

Core Elements

- Constitutional Literacy and Ethics
- Role of the Federal Career Executive
  - History, Federal Environment
  - Specialist-Generalist, Career-Appointee, Professionalism and Democratic Responsiveness Tensions
- Leadership for the Future
- Managing Among Multiple and Conflicting Values and Power Centers
- Personal and Interpersonal Effectiveness

ELECTIVES

Synthesizing Activities

- Jury Presentations of Group Projects and Feedback
- Personal and Organizational Goal Setting Workbook
- Outcome Review in Terms of Constitutional, Ethical, Career Role, Leadership, Constituencies, and Human Resource Management Program Themes
- Where Do We Go From Here? Focus on Managing Organizational Change
- Graduation

Time Line →

Week 1 | Week 2 | Week 3 | Week 4

FIGURE 4

Federal Executive Institute

Leadership for a Democratic Society

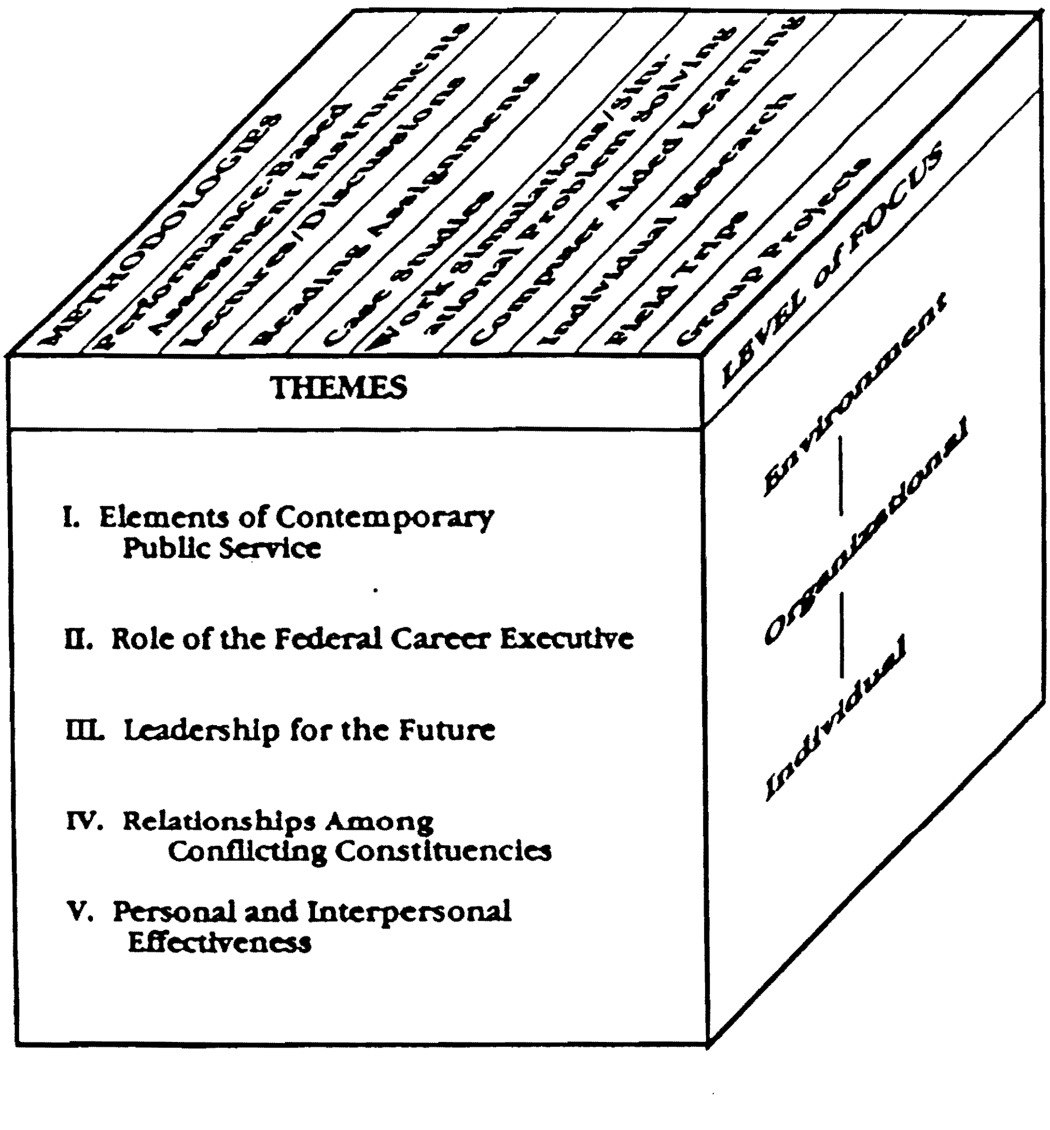


FIGURE 5

FIGURE 6

PROGRAM FOR SENIOR MANAGERS IN GOVERNMENT							WEEK 1
Sun 7/29		Monday, July 30	Tuesday, July 31	Wednesday, Aug 1	Thursday, Aug 2	Friday, Aug 3	Saturday, Aug 4
	7:15 - 8:00	(7:15 van shuttle to KSG)		BREAKFAST			8:00 van KSG
	8:00 - 8:55			PROBLEM SOLVING GROUPS			8:00 breakfast
	9:10 - 10:30 I	Park Plaza Zimmerman	Boston Taxi Apgar	Leadership: Adaptive Work Heifetz	HoustonTransport Apgar	AZ Organ Trans. Apgar	Woburn Apgar
	II	Swine Flu Gomez-Ibanez	Boston Taxi Gomez-Ibanez		HoustonTransport Gomez-Ibanez	AZ Organ Trans. Gomez-Ibanez	Woburn Gomez-Ibanez
12:00 - 4:00pm Register SFP	10:30-11			BREAK			
	11:00 - 12:20 I	FTC Heymann	Ruckelshaus Zimmerman	Leadership: Authority Heifetz	Rivlin Zimmerman	Thirteen Days Eizenstat	Self-Censorship Loury
	II	Park Plaza Irving	Seg. Schools Heymann		Rivlin Irving		
	12:20 - 1:15	LUNCH		Lunch Speaker: Professor Robert Reich	Lunch Speaker: Dr. Sidney Topol		Box lunch KSG
	1:15 - 2:30 I	Swine Flu Apgar	Seg. Schools Heymann	1:30 - 3:00 Leadership: Work Avoidance Heifetz		Leadership Heifetz	1:00 Red Sox 1:30 Tour of Boston
	II	FTC Heymann	Ruckelshaus Zimmerman				
			3:00 Harvard Tour				
5:45 van KSG 6:00 [illegible] 6:45 dinner 8:00 [illegible]	6;00 drinks 6:30 - 7:30 Dinner		5:00 Beer and volleyball 6:00 BARBECUE		5:00 SFP bus to Kennedy Library Tour and Clambake	7:00 Red Sox	
	7:45 Shuttle to SFP						

SECTION I WILL MEET IN ROOM 140, LITTAUER
SECTION II WILL MEET IN ROOM 150, LITTAUER

PROGRAM FOR SENIOR MANAGERS IN GOVERNMENT — WEEK 2

Sun 8/5		Monday, Aug 6	Tuesday, Aug 7	Wednesday, Aug 8	Thursday, Aug 9	Friday, Aug 10	Saturday, Aug 11
	7:15 - 8:00 (7:15 van shuttle to KSG)	BREAKFAST			8:00-9:30 Multi-Party Negotiations		
	8:00 - 8:55	PROBLEM SOLVING GROUPS					8:00 Breakfast at SFP - rm. 14B
	9:10 - 10:30 I	Human Resource 1 Kaboolian	Registry Barzelay	Negotiation III Sebenius	9:30-10:50 Andalucia Barzelay	Army/Request Barzelay	
	II	Negotiation I Sebenius	Negotiation II Debrief Sebenius			Human Resource 3 Zimmerman	
	10:30-11:00	BREAK			Negotiation IV Sebenius		
	11:00 - 12:20 I	Benihana Barzelay	Negotiation II Debrief Sebenius	Press Orren	BREAK 10:50-11:15	Human Resource 3 Kaboolian	
	II	Benihana Kelman	Registry Kelman	Production Ex. Kelman	11:15-12:35 Negotiation IV Sebenius	Army/Request Kelman	12:00 Lunch at SFP Rm. 14B
	12:20 - 1:15	LUNCH			Andalucia Kelman		
	1:15 - 2:30 I	Negotiation I Sebenius	Speaker: Surgeon General Antonia Novello	Production Ex. Barzelay	12:35-2:15 LUNCH and Negotiations Film	PATCO Dunlop	
	II	Human Resource Zimmerman	2:15-3:30 Human Resource 2 Kaboolian	Press Orren			
		Individual Negotiations (overnight)	Human Resource 2 Zimmerman		2:15-3:[illegible] Negotiation V Sebenius		
	6:00 Drinks 6:30 - 7:30 Dinner	Speaker: Dean Robert Putnam	5:00 Elections film (required)	Speaker: Prof. Glenn Loury	5:00 Beer and Volleyball 6:00 BARBECUE		
	7:45 Shuttle to SFP		6:00 BARBECUE				

FIGURE 6 (continued)

PROGRAM FOR SENIOR MANAGERS IN GOVERNMENT WEEK 3

Sun 8/12		Monday, Aug 13	Tuesday, Aug 14	Wednesday, Aug15	Thursday, Aug 16	Friday, Aug 17	Saturday, Aug 18
	7:15 - 8:00	(7:15 van shuttle to KSG)		BREAKFAST			
	8:00- 8:55	DEBRIEFINGS	DEBRIEFINGS	DISCUSSION GROUPS			
	9:10 - 10:30 I	Macro	AWACS Smith	Macro	Guatemala Heymann	Personal Debriefings and Certificate Awards	
	II	Bator	Cheney II Heymann	Bator	Adelman Smith		
	10:30-11:00			BREAK			
	11:00 - 12:20 I	Cheney I Zimmerman	Cheney II Heymann	Achille Lauro Heymann	Adelman Smith		
	II	Cheney I Irving	AWACS Smith	Beretta Smith	Guatemala Heymann		
	12:20 1:15	Speaker: Constance Newman	Speaker: David O. Cooke	LUNCH			
	1:15 - 2:30 I	Press I	Press II	Beretta Smith	Shultz		
	II	Kovach	Kovach	Achille Lauro Heymann	Zimmerman		
	6:00 Drinks 6:30 Dinner	Speaker: Prof. Susan Pharr	5:00 Beer and Volleyball 6:00 BARBECUE	Speaker: Gov. Michael Dukakis	6:00 cocktails/ Final Dinner		
	7:45 Shuttle to SFP						

FIGURE 6 (continued)

COURSE 1 CALENDAR — 14-31 AUGUST

13 AUGUST	14 AUGUST	15 AUGUST	16 AUGUST	17 AUGUST
	(BW: SG 3-4)	(BW: SG 5-6)	(BW: SG 7-8)	(BW: SG 9-10)
<u>ORIENTATION</u> Writing eval/Tours SG 1-9/SG 10-18	STRATEGIC LEADERSHIP I (1-1-S, All SGs	COMMANDANT'S LECTURE: CHIEF OF STAFF OF THE ARMY All SGs	GENERALSHIP & MILITARY GENIUS (1-3-S) SG 1,2,5-18 APFRI: SG 3 DIRECTED STUDY: SG 4	SELECTION BOARD EXERCISE (1-4-E) (4-hr lesson) All SGs
<u>ORIENTATION</u> Writing eval/Tours SG 10-18/SG 1-9	STRATEGIC LEADERSHIP II (1-2-~~S/L~~) ~~SG 2-18~~ APFRI: SG 1	COMMANDANT'S TIME: SG 5-18 Lesson 1-2-S/L: SG 1 Lesson 1-3-S: SG 3-4 APFRI: SG 2	DIRECTED STUDY (WARTIME LEADERS) SG 1-3,5-18 APFRI: SG 4	COMMANDANT'S TIME: SG 1-4,6-18 APFRI: SG 5

20 AUGUST	21 AUGUST	22 AUGUST	23 AUGUST	24 AUGUST
	(BW: SG 11-12)	(BW: SG 13-14)	(BW: SG 15-16)	(BW: SG 17-18)
INTRODUCTION TO ETHICS AND THE SENIOR LEADER (COL WAKIN) (1-5-L/S) All SGs	ETHICS AND VALUES OF THE PROFESSION (1-6-S) SG 1-6,9-18 DIRECTED STUDY: SG 8 APFRI: SG 7	COMMANDANT'S LECTURE: "THE HUMAN DIMENSION OF LEADERSHIP" GEN (RET) DEPUY) All SGs	ETHICS IN WARTIME I: VIETNAM (1-7-S) SG 1-9,13 CMDT'S TIME: SG 14-18 DIRECTED STUDY: SG 11-12 APFRI: SG 10	ETHICS IN WARTIME II: COMMAND RESPONSIBILITY (1-8-S) SG 1-11,13-18 APFRI: SG 12
COMMANDANT'S TIME SG 1-5,9-18 Lesson 1-6-S: SG 7-8 APFRI: SG 6	DIRECTED STUDY (ETHICS IN WARTIME) SG 1-7,9-18 APFRI: SG 8	COMMANDANT'S TIME SG 1-8,13 Lesson 1-7-S: SG 10-12, 14-18 APFRI: SG 9	DIRECTED STUDY STRATEGIC VISIONING SG 1-10,13-18 1-8-S: SG 12 APFRI: SG 11	COMMANDANT'S TIME: SG 1-12,14-18 APFRI: SG 13

FIGURE 7

US ARMY WAR COLLEGE

COURSE 1 CALENDAR 14-31 AUGUST

27 AUGUST	28 AUGUST (BW: MAKE-UP)	29 AUGUST (BW: MAKE-UP)	30 AUGUST	31 AUGUST
STRATEGIC LEADERSHIP DURING GLOBAL TRANSITION: GEN (RET) MEYER (1-9-L/S) All SGs	THE FUTURE AND STRATEGIC VISIONING (1-10-S) SG 1-14 DIRECTED STUDY: SG 16-18 APFRI: SG 15	COMMANDANT'S LECTURE: "MILITARY LEADERSHIP IN A DEMOCRATIC SOCIETY" MR. CAPEN All SGs	WARTIME LEADERS II (1-12-S) SG 1-17 APFRI: SG 18	SENIOR STAFF SERVICE -CLOSURE (1-13-S) All SGs
COMMANDANT'S TIME: SG 1-13 Lesson 1-10-S: SG 15-18 APFRI: SG 14	DIRECTED STUDY (WARTIME LEADERS) SG 1-15 Lesson 1-11-S: SG 17-18 APFRI: SG 16	WARTIME LEADERS I (1-11-S) SG 1-16 Lesson 1-12-S: SG 18 APFRI: SG 17	COMMANDANT'S TIME: All SGs APFRI: Make-up	COMMANDANT'S TIME: All SGs APFRI: Make-up

FIGURE 7 (continued)

US ARMY WAR COLLEGE

FIGURE 8

LEADERSHIP DEVELOPMENT PROGRAM
DAILY SCHEDULE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
		BREAKFAST AT 7:45 A.M.					
MORNING		THE CREATIVE LEADERSHIP PROCESS	DECISION MAKING	LEARNING TO LEARN FROM EXPERIENCE	FEEDBACK • STAFF • PEER	PREPARATION FOR GOAL SETTING GOAL SETTING	MORNING
	LUNCH						
AFTERNOON	PROGRAM OPENING INTRODUCTIONS ASSESSMENT ACTIVITIES	PERFORMANCE DEVELOPMENT	UTILIZING GROUP RESOURCES	LEARNING TO LEARN FROM EXPERIENCE (continued) FREE TIME	FEEDBACK • STAFF • PEER	GOAL SETTING (continued) FINAL EVALUATIONS PROGRAM CLOSE	AFTERNOON
	DINNER	DINNER	DINNER				
EVENING					BANQUET OFF-SITE		EVENING

CENTER FOR CREATIVE LEADERSHIP

BELL SOUTH MANAGEMENT INSTITUTE
LEADERSHIP & VALUES IN ACTION (LVA)

AGENDA

SUNDAY

11:30 a.m.	Lunch	Callaway Gardens
12:30 p.m.	Program Introduction	
2:00 p.m.	Depart Callaway Gardens	
3:00 p.m.	Opening Activity (Quest)	West Point Lake
6:30 p.m.	Orientation to Outdoor Component	
7:30 p.m.	Dinner	

MONDAY

7:00 a.m.	Breakfast	West Point Lake
7:45 a.m.	Experience-Based Activities Probe Traffic Jam Net	
12:00 noon	Lunch	
1:00 p.m.	Experience-Based Activities Bog Network	
6:00 p.m.	Dinner	
7:30 p.m.	Leadership in Action	
9:00 p.m.	Adjourn	

FIGURE 9

TUESDAY

7:00 a.m.	Breakfast	West Point Lake
7:45 a.m.	Experience-Based Activities Rubicon	
3:00 p.m.	Close Out	
4:00 p.m.	Depart West Point Lake	
7:15 p.m.	Reception	Callaway Gardens
7:45 p.m.	Dinner	

WEDNESDAY

7:00 a.m.	Breakfast	Callaway Gardens
10:00 a.m.	Values in Action	
12:00 noon	Lunch	
1:00 p.m.	Values in Action (continued)	
3:15 p.m.	"Bridge on the River Kwai" Case Study: Movie & Individual Analysis	
6:15 p.m.	Dinner & Team Analysis of Movie	

FIGURE 9 (continued)

THURSDAY

7:00 a.m.	Breakfast	Callaway Gardens
8:00 a.m.	Movie Debriefing - Full Group	
10:15 a.m.	Situational Leadership	
12:15 p.m.	Lunch	
1:00 p.m.	Case Study & Individual Feedback	
7:00 p.m.	Reception	
7:45 p.m.	Dinner	

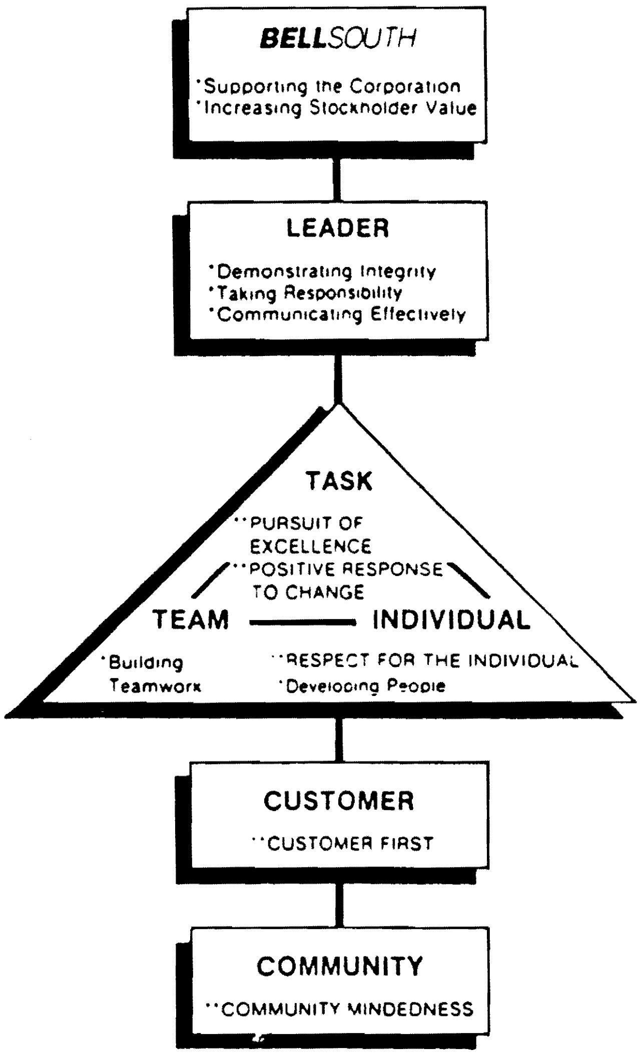
FRIDAY

7:00 a.m.	Breakfast	Callaway Gardens
8:00 a.m.	Case Study	
10:15 a.m.	Personal Action Planning	
11:30 a.m.	Lunch / Adjournment	

FIGURE 9 (continued)

THE *BELL*SOUTH EXCELLENT EXECUTIVE

***BELL**SOUTH*
MANAGEMENT INSTITUTE



*Leadership Practices
**BellSouth Values

FIGURE 10

FIGURE 11

WORLD BANK EXECUTIVE DEVELOPMENT PROGRAM I

Sunday July 9	Monday July 10	Tuesday July 11	Wednesday July 12	Thursday July 13	Friday July 14
	Session Two: 8:00 a.m.	Session Five: 8:00 a.m.	Session Eight: 8:00 a.m.	Session Eleven: 8:00 a.m.	Session Twelve: 8:00 a.m.
	THE MANAGER'S ROLE AND THE WILSON MANAGEMENT PRACTICES SURVEY 11:00 BASELINE TAPING Lunch 12:00 p.m.	BASIC MANAGERIAL COMMUNICATION SKILLS - <u>PROBING</u> 12:00 p.m.	COURSE REVIEW Session Nine: 9:00 a.m. STRESS MANAGEMENT 12:00 p.m.	ACTION PLANNING MODEL - - - - - - - - - - - 8:30 a.m. PEER FEEDBACK - - - - - - - - - - - 9:45 a.m. COUNSELING SESSIONS o ACTION PLANNING o POSTER PREPARATION FOR PRESENTATION OF ACTION PLANS o PEER NETWORKING (Lunch 12:00-3:00)	BREAK OUT ROOMS PRESENTATION OF ACTION PLANS - - - - - - - - - 11:00 p.m. PLENARY SESSION GENERAL EVALUATION 12:00 p.m. - - - - - - - - - LUNCH 1:30 p.m.
Session One: 4:00 p.m.	Session Three: 2:30 - 5:00 p.m.	Session Six: 2:30 p.m.	Session Ten: 2:30 p.m.		
ORIENTATION INTRODUCTION JOHARI WINDOW I	UNDERSTANDING SELF THROUGH TYPE INDICATOR Session Four: 5:10 - 6:00 p.m.	BASIC MANAGERIAL COMMUNICATION SKILLS - <u>FEEDBACK</u>	COMPARATIVE ANALYSIS OF VIDEO TAPES		
COCKTAILS & DINNER	BASIC MANAGERIAL COMMUNICATION SKILLS - <u>LISTENING</u> DINNER 6:30 - 7:30 p.m. LISTENING (Cont'd) 7:30 - 9:30 p.m.	DINNER 6:30 - 7:30 p.m. Session Seven: 7:30 - 9:00 p.m. COMMUNICATION EXERCISE	DINNER 7:00 p.m.	DINNER 7:00 p.m.	

World Bank

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