VALIDATION OF THE CENTER FOR LEADERSHIP STUDIES' COMPETENCY MODEL

ADVANTIS
RESEARCH & CONSULTING

INTRODUCTION

In response to Center for Leadership Studies (CLS) customers and affiliates' needs for sustained leadership development, CLS developed a comprehensive leadership competency model. The model features four key leadership competencies:

(1) Diagnosing
(2) Adapting
(3) Communicating
(4) Advancing

Each of these broad leadership competencies is further broken down into 33 individual or enabling competencies that reflect the knowledge, skills, and aptitudes necessary for success on a continuum of three levels:

(1) Personal Leadership,
(2) Team Leadership, and
(3) Organizational Leadership.

The CLS Leadership Competency Model was developed and validated through a three-stage process. First, CLS developed a draft model based on an extensive review of the leadership competency literature, CLS' prior competency modeling experiences, discussions with CLS clients and affiliates, and *Management of Organizational Behavior*[1] (MOB) core theories. Second, ADVANTIS Research & Consulting, an independent research company, validated the CLS leadership competency model through an extensive review of the leadership development literature and their extensive database of primary leadership research in diverse industries.[2]

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[1]Hersey P, Blanchard KH, and Johnson DE. *Management of Organizational Behavior.* 8th ed. NJ: Prentice-Hall, Inc; 2001.
[2]ADVANTIS' has conducted leadership research in the following industries: agriculture, automobile, banking and financial services, biotech, chemicals, computing and telecommunications, consumer products, education, healthcare, high tech, manufacturing, media, medical devices, non-profits, oil and gas, pharmaceuticals, retail, and transportation.

Third, based on ADVANTIS' feedback, CLS made adjustments to the competency model to ensure alignment with the validation research.

This white paper discusses the salient features of the validated CLS Leadership Competency Model.

THE CLS LEADERSHIP FRAMEWORK IS ROBUST …

With its strong grounding in the authoritative text *Management of Organizational Behavior*, the CLS Leadership Competency Model comprehensively features the leadership fundamentals of:

- Inspiring
- Goal setting
- Behavioral observation
- Performance monitoring
- Applying power bases
- Selecting/engaging/retaining talent
- Coaching
- Team building
- Communicating
- Change management

Even under conditions of business turmoil and economic upheaval, there is consensus among leadership theorists that there is no magic bullet and the key to success in this era of uncertainty is a renewed focus on the fundamentals.[3]

In validating the CLS Leadership Competency Model, we attempted to ensure that the model adequately captures content covered by different, albeit overlapping, conceptualizations of leadership. Specifically, our validation found the CLS Leadership Competency Model addresses the following leadership conceptualizations:

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[3]Charan R. *Leadership in the Era of Economic Uncertainty.* New York, NY: McGraw-Hill; 2009.

(a) Task and people orientation[4]

(b) Intrapersonal or human capital competencies and interpersonal or social capital competencies[5]

(c) Emotional and social Intelligence[6]

(d) The "totality of leadership," conceptualized in various practitioner models in terms of people leadership, results leadership, personal leadership, and thought leadership

… AND EXTENDS THE REACH OF THE SITUATIONAL LEADERSHIP MODEL TO ALL ORGANIZATIONAL LEVELS

The CLS Leadership Competency Model presents an array of leadership competencies that are organized in terms of three broad organizational groupings or domains. These are: Personal Leadership, Team Leadership, and Organizational Leadership. These three groups serve as a continuum of leadership choices,[7] making the model flexible to address the needs of individuals who are at various levels in the organization. In recent years, there has been increasing recognition of the roles of individual contributors who have no formal managerial authority but are required to demonstrate influencing skills in various facets of their jobs. Some examples of roles that are increasingly called upon to demonstrate leadership skills include project management, information technology, sales, quality, environment, safety, and health personnel. While technical skills are necessary for these roles, differentiation, superior performance, and results tend to be associated not with technical expertise, but with the cognitive, intrapersonal and interpersonal competencies associated with leadership.[8]

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[4]Hersey P, Blanchard KH, and Johnson DE. *Management of Organizational Behavior.* 8th ed. NJ: Prentice-Hall, Inc; 2001.

[5] Day DV. Leadership development: A review in context. *Leadership Development Quarterly*. 2001;11(4): 581-613.

[6] Goleman D. (1998, reprint 2004). *Harvard Business Review*, January, 82-91.

[7] Kur E. Developing leadership in organizations: A continuum of choices. *Journal of Management Inquiry.* 1995; 4(2): 198-206.

[8] Maclean R. Core EHS competence. 2003. http://www.environmental-expert.com/Files%5C8707%5Carticles%5C2920%5Carticle1302.pdf. Accessed May 11, 2010.

In addition to its application to a wide range of organizational roles, we also found that the CLS continuum aligns well with the Leadership Pipeline and has sufficient flexibility to include the six leadership passages described by Ram Charan, Drotter, and Noel.[9] These passages include the transition from Managing Self to Managing Others, Managing Others to Managing Managers, Managing Managers to Functional Manager, Functional Manager to Business Manager, Business Manager to Group Manager, and finally Group Manager to Enterprise Manager.

IN ADDITION TO THE FUNDAMENTALS, THE CLS LEADERSHIP COMPETENCY MODEL ADDRESSES THE KEY BUSINESS CHALLENGES FACING TODAY'S LEADERS

While the fundamentals of leadership may not have changed, there have been some shifts in the challenges confronting business leaders and their leadership development priorities in the context of the market upheavals of the last few years. A 2011 survey of CEOs found that talent management and innovation are among the top challenges confronting today's leaders.[10] In a similar vein, a recent 2011 global survey of approximately 12,000 leaders in 2,600 organizations in 74 countries found dramatic changes in leaders' perceptions of skills that will be required for success over the next three years versus the ones that were considered important over the past three years.[11]

[9] Charan R, Drotter S, and Noel J. *The Leadership Pipeline.*2nd ed. San Francisco, CA: Jon Wiley & Sons; 2011.
[10] The Conference Board CEO™ Challenge 2011, Fueling Business Growth with Innovation and Talent Development, Research Report TCB-R-1474-11-RR.
[11] Global Leadership Forecast 2011. http://www.ddiworld.com/DDIWorld/media/trend-research/globalleadershipforecast2011_globalreport_ddi.pdf. September 12, 2011.

Specifically, this survey found that—in addition to the mainstays pertaining to change, coaching, and strategic planning—leadership skills related to talent and creativity are clearly the new areas of focus for 2011 and beyond.

We found that the CLS Leadership Competency Model addresses both the leadership fundamentals addressed in MOB and the emerging competencies associated with talent management and innovation facing today's leaders (Figure 1).

Figure 1: CLS Leadership Competency Model
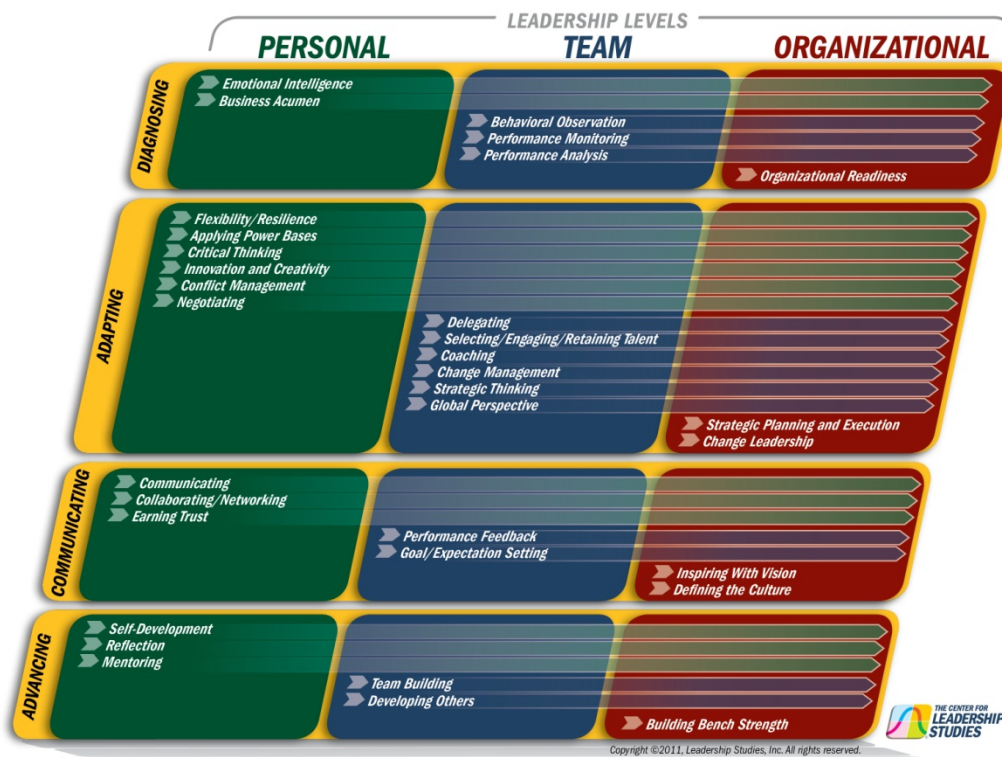
THE INCLUSION OF THE "ADVANCING" COMPETENCY RECEIVES STRONG SUPPORT FROM THE LITERATURE ON LEADERSHIP SELF DEVELOPMENT AND CAREER DERAILERS

In recent years, several leadership theorists have emphasized the importance of leader self-development and the need for leadership development that enhances the conceptual and adaptive capacities of individuals and organizations.[12]

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[12] Boyce LA, Zaccaro SJ, and Wisecarver MJ. *The Leadership Development Quarterly.*2010;21,159-178.

Propelling the need for constant learning are the sweeping changes that have occurred in the workplace as a result of rapid technological advancements, increased globalization, and shifting organizational structures.

Organizations can no longer rely on formal training alone to meet their development needs and there is substantial emphasis on personal responsibility for development. The CLS Leadership Competency Model recognizes this reality in its emphasis on competencies that enhance the individual's learning propensity and capacity (i.e., self development, reflection, mentoring, team building, developing others, and building bench strength).

In addition to progress, there has also been increasing recognition of the fact that many leaders get stuck in ways that derail their careers.[13] The inclusion of the "Advancing" competency recognizes that progress and derailment are both organizational realities and can be addressed by developing appropriate competencies. Clearly, the inclusion and focus on the broad "Advancing" competency complements and extends the MOB Competency Model to both guard against career derailment and ensure self-development in the 21st century business organization.

CONCLUSIONS

The CLS Leadership Competency Model addresses both the leadership fundamentals and the newer leadership challenges of talent management and innovation faced by today's leaders. The CLS Leadership Competency Model extends the reach of Situational Leadership® by offering a robust and flexible continuum of competencies that can be targeted to leaders at all levels of the organization. The model also offers leadership development options for individual contributors in roles that lack formal managerial authority but are nevertheless required to work in or lead teams and influence others.

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[13] Dotlitch DL, Noel JL, and Walker N. *Leadership Passages: The Personal and Professional Transitions that Make or Break a Leader*. San Francisco, CA: Jossey-Bass; 2004.

AUTHORS

Asha Knutson, Ph.D., Vice President, ADVANTIS Research & Consulting

Asha holds a doctorate in curriculum and instruction from the University of Minnesota. She has over 25 years of experience in leading organization effectiveness research projects. She has designed and implemented numerous projects in the areas of leadership competency modeling, training needs assessment, curriculum gap analysis, and evaluation research. Examples of clients include Cargill, Allina, The McClatchy Company, Thomson Reuters, and U.S. Bank. In addition to her consulting work with corporate clients, Asha serves as adjunct faculty member at the University of Minnesota. She has presented her educational research at AERA, Georgetown University Roundtable, and Syracuse University.

Paul Habegger, MBA, President, ADVANTIS Research & Consulting

Paul holds a B.A. from Dartmouth and an MBA in organizational leadership from the Carlson School of Management, University of Minnesota. Paul has 30 years of experience in leading research projects to support leadership effectiveness and custom learning initiatives. He has substantial experience in leading competency research, implementing quantitative and qualitative individual and organizational assessments, and designing and implementing training initiatives. He has also designed and implemented training evaluation studies at all four of Kirkpatrick's levels. Examples of recent clients include Roche Medical Diagnostics, Merck, Gilead, Pfizer, and ExxonMobil.