

Leadership Development for the 21st Century

What is changing in the 21st Century and why?

Every year leadership capabilities are being increasingly tested as organisations adapt to meet the fast moving demands of the 21st century - the war for talent, digital communications, societal changes, the changing shape of organisations, and the aspirations of the next generation offer new challenges.

The quest for more sustainable and ethical organisations prompted by the many recent business scandals and the growing realisation that we cannot continue to raid our world's natural resources without considering the future is also putting extraordinary pressures on today's leaders to perform against a range of criteria which go far beyond those of short term business performance.

There are an increasing number of commentators who argue convincingly that measuring leadership success should increasingly now include questions of the longer term common good: socially, ethically and globally, at the same time as responding to the pace of change in a world where today's ideas might already be doomed to obsolescence. Research and experience tells us that developing leaders without considering the culture in which they operate reduces the effectiveness of training interventions significantly.

This is echoed in the work carried out by Peter Clough and Doug Strycharczyk in developing the ILM72 model and measure. They found that that they were able to assess *adopted* leadership style. They found that many leaders didn't apply their preferred leadership style but tended to seek to adopt the prevailing leadership style (culture) prevalent in the organisation. They too concluded that it appears to be nigh impossible to develop leadership styles in an individual if that clashes with the organisations preferences or to put it another way, to develop leadership most effectively probably means working simultaneously at the organisational, team and individual levels.

As the type of people who enter our organisations begins to change – in terms of attitudes, beliefs, aspirations and abilities, we need to ask how leadership and culture will need to develop into the future. Will there be a preparedness to “conform” to a prevailing culture or will there be a need for a new kind of diversity where organisations learn to accommodate those who wish to apply their preferred style rather than their adopted style.

It can be argued that “*Leadership is simple but not easy*”. The intellectual journey is quite straightforward. But putting the theory into practice is the tough part. Leadership is undoubtedly going to become more challenging as the 21st century progresses, and preparing and supporting leaders for these challenges should lie at the heart of organisational development.

The Chartered Management Institute's white paper (2013) on the top challenges facing UK-based CEOs indicates a wide range of preoccupations, with customer relationships as their top strategic challenge, followed by operational excellence, human capital, government regulation and corporate brand and reputation.

So how can such multi-dimensional leadership be developed for these 21st century challenges?

What key capabilities do 21st century leaders need to help them and their organisations to cope with the speed of change ahead? And how can today's organisations develop leadership development strategies that will prepare them for these future challenges?

Futurologists tell us that the pace of technological and global change will continue exponentially, and that the changes they foresee are even more radical than those we have seen in the last thirty years.

Our communication technologies, they say, will soon be even more interconnected, and our lives will be run for us by smart phone technologies that can already monitor our sleep, order our groceries, plan our route to work in real time to avoid traffic congestion, schedule our diaries on our behalf, and enable our health to be monitored in the process! Our businesses will also be similarly driven by these 'knowledge-creating' communications. 3D printing is set to revolutionise many of our businesses – by 2020 this is likely to be routine everyday technology.

All this may inevitably demand new and critical dimensions of leadership to be a successful 21st century leader. Some of these dimensions are already becoming important, whereas other capabilities may only come to prominence as a result of the challenges ahead. Equally it might mean that some aspects of leadership development which have hitherto received less attention now become more important.

What kind of leadership might be needed for the 21st century?

Vision

It is no longer enough to stimulate followers through heroic gestures and charisma alone. It might be argued that this was never the case anyway. Jim Collins makes a telling observation when he notes that 10 out of 11 CEOs for the most sustainably successful organisations in North America turned out to be introverts.

21st century visionary leaders will probably need to focus on growing deep organizational engagement amongst their followers, and on generating a shared and common understanding of a dynamic and evolving vision for the future. The need for this kind of engagement has always been needed.

A challenge here might be that the workforce of the future is transient workforce particularly if we accept the premise that the Gen Y/Z employee does not expect an employer to provide sustained employment. Engagement may have a different meaning in the future to that understood in the past.

Visioning today is no longer the static or solitary activity it once was. No longer is it the sole prerogative of the top team. Looking beyond the organization's immediate environment into the world, helping people to imagine the future, and then converting this image into an exciting destination means developing a climate in which ideas are shared and co-created.

It also means using all available antennae, and tapping into networks to continually create new knowledge inside the organization. This knowledge may include understanding trends and shifts in society, technology, markets and people, looking for tipping points and spotting them early, assessing the speed and destination of these changes, and then of course interpreting these to determine how they will affect the organization and its purpose over time. Visioning alone though, is not enough. It must be combined with inspiration and action.

Responsibility

The examples over the last few years of fraud, embezzlement, and other financial misdemeanours have raised the profile of the need for 'good' or 'ethical' behaviour amongst our leaders. It has also led to a view that putting responsibility and authority for a business in the hands of a single, potentially fallible individual, or small group of individuals, however capable or indeed charismatic, can sometimes lead to failure and even to organisational ruin.

Fortunately, a turn away from such unprincipled behaviour and a rejection of the 'win at any cost' cultures that damaged our economy and leadership credibility so badly is starting to increase in a number of sectors. The question is – "can this be sustained and developed further?"

The sporting world, for example, has recently been vocal about the need to develop more principled integrity. Whether this can be achieved without regulation remains to be seen.

Maak and Pless (2006), who have written extensively on responsible leadership, argue that we are now in a stakeholder society and an interconnected world which means that a leader is at various times:

'a servant to others, a steward and as such a custodian of values and resources, an architect of inclusive systems and processes and a moral infrastructure, a change agent by being a transforming leader, a coach by supporting and nurturing followers, and a story-teller and creator of moral experience and shared systems of meaning' (Maak and Pless, p. 44)

Leaders must, therefore, focus on building trust relationships, and on making followers partners in a leadership journey. Jim Collins in "Good to Great" makes the same observation that the best leaders (he calls them Level 5 leaders()) are the leaders with a thousand helpers.

Responsible leadership and applied ethics have only recently entered the mainstream leadership development debate, fuelled by the many leadership scandals to hit the media across the corporate and public sectors, the health service, the political world, and of course the banking sector.

Responsible leadership that considers the impact of leadership on society is a critical element of leadership action, as summarised below

'Leadership is inextricably linked to business and society. Without responsible leadership we will have a moral vacuum in business and society, and without stewardship we will be unable to address the imminent challenges that threaten our society and sustainability of resource. If we cannot break our attachment to the idea of the heroic leader, we are destined to experience the continuous failure of leaders to live up to the pedestals that society has built for them – and the inevitable breaches of trust, uncertainty, and upheaval that follow such disappointment.

We are all aware of the impact that high profile cases of poor 'leadership' have had on society, but the importance of businesses in stimulating the economy and creating jobs is greater than ever. Our belief is that a drive for more effective leadership will enable businesses to have a much greater positive impact on society, and reduce the cases of poor and unethical leadership'.

(Leadership Trust, Think Tank Report, 2013)

Humility and Common Purpose

Humility enables leaders to recognise and unlock the value and potential of those around them, and make use of all of their talents. To listen to others is one of the most important elements of leadership.

Ego-centric leaders do not do this. Their own opinion is the only one that really counts and they pay lip service only to the opinions of others.

Humility is a trait that is much loved by followers. It motivates, energises, and builds self-esteem in followers by its explicit recognition of their value.

Humility enables a leader to direct his or her attention on a purpose and outside themselves. Leaders with humility are more likely to follow an ethical path than those driven primarily by the need for personal success. Humble leaders value the importance of society. We are critically in need of leaders who can see the big global picture, and then act for the benefit of sustainable business for future generations. In the wise words of Benjamin Franklin '*A man wrapped up in himself makes a very small bundle*'.

Authenticity

Authenticity has been argued as being a key element of wise leadership, but it is a construct that is relatively new to the mainstream study of leadership, although interest in it is growing fast. To be truly authentic requires a deep understanding of how our identity has been shaped by the societal norms around us, a rejection of the pressures to act as others want us to, and a refusal to display feelings we do not really feel. Those of us who have lived through the faddish workplaces of the eighties and nineties, often exemplified by characters like David Brent in the BBC's '*The Office*' series, will recognise these pressures. Fortunately our appetite for filling our workplaces with cultish rituals to be followed blindly and evangelistically has waned. The happy backlash is a return to authenticity.

Goffee and Jones have written extensively about the need for authentic leadership in organizations today. For them, "knowing yourself, being yourself, and disclosing yourself are vital ingredients of effective leadership". This is an important message, but in a world where organisations are continually forming alliances, partnerships, and networks that are fluid and dynamic and often span the globe, it is a challenge. Organisations today can be pulled in so many directions, responding to the needs of so many stakeholders that leaders can start to lose touch with their true identity and purpose.

Achieving authenticity requires leaders to develop courage, self-knowledge, compassion and strong personal conviction. Those who work towards this goal confirm that they find themselves happier in their working relationships, more successful as leaders, and more able to engage and inspire their followers. For the 21st century leader this is one of the most challenging, but also one of the most important, qualities a leader can aspire to. As Goffee and Jones (2000) advocate in their seminal Harvard Business review article, '*Why should anyone be led by you?*' authentic leaders should learn to: "Be yourselves-more-with skill."

Organizations, like people, can act authentically. And authentic organizational leadership is crucial for organisations as their networks become more extensive and diverse. It is this dispersed and values-based leadership that will provide the inspiration and goals that bind people together through a common pursuit, and retain a shared sense of organization across geographic and cultural divides.

Integrity

Warren Bennis, a professor at the University of Southern California and Robert Thomas, a former MIT professor, now Associate Partner and Senior Fellow with Accenture partnered in a research project focusing on different generations of leaders and their development. They interviewed 'geezers', their label for leaders over seventy, and geeks, leaders under thirty-five, to discover how era and values shape those who lead. Their findings are revealing. Whilst they found interesting and significant differences in the worldviews of the two groups, they were also surprised to find more that bound them together across the generation gap. The geeks and geezers demonstrated four common leadership competencies needed for today's world irrespective of their age or backgrounds. These were

- adaptive capacity (including applied creativity and the ability to thrive on ambiguity),
- engaging others by creating shared meaning,
- a compelling voice, and
- *a sense of integrity.*

Integrity has arguably only recently reappeared as a leadership priority, following the many leadership scandals that typified the end of the 20th century. Richard Sennett (1998) then argued that 'impatient capitalism' was 'corroding character', and Mangham, in a chapter entitled *Leadership and Integrity* in Storey (2004) feared that:

“Leaders will continue to bend the rules and will be richly rewarded for it”....”In the pursuit of higher returns for their investors, it is hardly surprising that some have lied, cheated and manipulated information whilst others have looked on with barely suppressed admiration”.

A growing backlash to these behaviours and norms is now calling for a refocus on leadership integrity, and for leadership development programmes to include the teaching of ethics.

Perhaps one of the most marked shifts in thinking about leadership for the 21st century is the renewed emphasis we are now placing on *team development*, as well as on growing the next generation of leaders.

We are beginning to see some of the more forward thinking Universities and Business Schools creating opportunity to learn and work in teams during an academic programme. Indeed, part of a student's academic attainment can be dependent on working with others. The Hult International Business School has pioneered exactly this. Students on MBA programmes are expected to do some of their work in teams.

Most academic programmes are based on individual attainment but it's rarely the case that the newly employed graduate is expected to work on their own in any organisation. Work readiness has to include the capability to work with others.

In teamworking and team building we are also beginning to sense a change in emphasis. Many programs look at team dynamics and pay a lot of attention to that. That is important. However, working in a team is also supposed to be productive and there is a growing emphasis

on team working which delivers important outcomes even where the team dynamics might be less than perfect.

It here that work on resilience and mental toughness is beginning to make a contribution.

Many 21st century leaders aim to try to spend more time with their teams in order to understand their aspirations and to identify the areas in which they need intervention, mentoring and direction. Others see their leadership roles as being about unlocking the potential of their followers, and helping them deliver without micromanaging.

Resilience and Adaptability

In order to build resilient organisations, leaders must first build their personal resilience in the face of change and adapt to alternative futures.

Our understanding of building resilience has been shaped by AQR's extensive work on resilience and mental toughness, which includes control, challenge, commitment and confidence.

What is especially interesting is the work now emerging which indicates that mental toughness is also a factor in the way we develop relationships with one another. The mentally tough individual is less sensitive to what other's say and do in the sense that they are aware of it but they can take it in their stride. What this might mean is that when teams have to perform and the team members might not always see eye-to-eye, developing this kind of resilience and confidence could produce teams which perform in circumstances that the more sensitive might find trying.

The research of Robertson Cooperⁱ similarly found that resilience is a blend of confidence, social support, adaptability and purposefulness. Heifetz et al (2009) also argue for adaptability as critical for 21st century leadership. In their HBR article they argue:

'only adaptive leadership can use the turbulence of the present to build on and bring closure to the past. In the process, they change key rules of the game, reshape parts of the organization, and redefine the work people do'...'The art of leadership in today's world involves orchestrating the inevitable conflict, chaos, and confusion of change so that the disturbance is productive rather than destructive'.

Professor Mary Uhl-Bien's and her colleagues' work on complexity leadership theory makes a radical shift from seeing the leader as the person at the top, toward an understanding of leadership as an emergent event, a complex adaptive process that emerges through the interactions of actors. Others have also suggested that more dispersed or collective forms of leadership are now needed to meet 21st century challenges.

In complexity leadership:

- The role of the formal leader is to enable the conditions within which the leadership process occurs.
- Top leaders focus on creating the conditions in which relationships and interactions can occur to produce adaptive and creative organisational responses.
- Leadership becomes less person-centric, more process or event focussed, less fixed and more emergent, and more adaptive to today's leadership challenges.
- All organisational members are encouraged to be a leader in each interaction.

- Responsibility is therefore driven down the organisation.

New forms of leadership require new forms of leadership development

Research into the qualities now required for 21st century leadership lead us to three key points upon on which we could base recommendations for 21st century leadership development.

The key leadership qualities for building resilient organisations today are:

- Vision
- Responsibility
- Humility and common purpose
- Authenticity
- Resilience and Adaptability

Many of these qualities, essential for the 21st century leader, are age-old qualities, but they are now required more than ever, and have often been overlooked by today's leadership development programmes.

1. Most leadership development programmes have until recently been aimed at exclusively at individual 'leader development', in other words, at the creation of 'human capital' inside organisations. New thinking on building resilient organisations is now focussing on leader-*ship* development in addition to leader - development, in other words, at creating social capital through leadership behaviours across all levels of the organisation in order to produce more adaptive organisations able to respond to complexity. (Day, 2000)
2. Many develop programmes involve a change in mind-set, attitude, belief, and behaviours in order to respond to the leadership challenges ahead. These combined changes will need to take place at individual, team, *and* organisational levels, this integrated multi-layered approach will need to be the focus of effective leadership development in the future.

What does existing research tells us about leadership development for resilient organisations

Raelin (2004) suggests that most leadership development provision starts with a list of desired attributes:

“Most investment in leadership training subscribes to a list approach. What I mean is that the provider of training typically has either an explicit or tacit list in mind of what attributes it takes to be a good leader” (2004, p. 131)

This reflects the dominance in recent years of the competency movement, which often starts with a job analysis to determine the skills, competences and behaviours that will be required to do a job. The design of leadership development programmes has tended to follow this trend, thus many programmes include in their aims and objectives the development of a range of leadership behaviours, competencies or skills.

As noted above, most conventional leadership programmes are designed around individual and internal mental processes, and based on the notion that ideas are transferred from one mind to another.

However, many now argue that leadership learning is essentially a social process.

Raelin (2004), for example, points to the importance of the social relations embedded in an organisation or 'community of practice' within which learning takes place, and the essential role of *context* for learning about leadership. He suggests that instead of focussing exclusively on learning skills and competences, context-based learning using real work issues enables the learning of situation specific principles.

Thorpe and Gold (2010) have argued that good leadership 'is not simply the ability to read situations; it also requires leaders to understand fully the organisations in which they work'. (p. 21) They also suggest that leaders must do more than just acquire competencies. They must also become *reflective practitioners* and *practical authors*. As reflective practitioners, organisational development is seen as inextricably linked to an individual's personal development, as well as to the *context* of both the individual and organisational development. As practical authors, they suggest, leaders must also help others to make sense of situations and develop connections between perspectives. (Thorpe and Gold, 2010, p. 21) They argue, therefore, that what has been missing from leadership (and consequently leadership development) is 'imagination, judgment and vision'.

A few years ago, Bentley and Turnbull (2005) surveyed leaders on how they had learned to lead. Until then, little research had been conducted into how the learning taken from leadership development programmes interplays with the learning taken from other sources such as work-based learning, books, conferences, and networking opportunities, and which of the many experiences open to leaders, including leadership development programmes have most impact.

Analysis by the Leadership Trust revealed the ten major triggers for developing leadership capability are:

1. A significant leadership challenge at an early age
2. Observing positive role models
3. Being 'thrown in the deep end'
4. Mentoring, coaching and consultant relationships
5. Experiential leadership development courses
6. Impact of negative role models
7. MBAs and other professional qualifications
8. International or multicultural experience
9. Voluntary and community work
10. Team sports

All are experiential to an extent which is often significant. Interestingly all link in some way to the 4 Cs (and the 8 subscales) of Mental Toughness. They all require or cultivate developing a sense of :

- Can do (Control)
- Getting things done for self and for others (Commitment)
- Pushing back boundaries and learning from that experience – whatever the outcome (Challenge)
- Self – belief (Confidence in my abilities and dealing with others)

Resilience or more likely mental toughness will underpin all of these triggers. If they are important for future success, than developing some form of resilience is essential. Leaders

should take advantage of both planned and opportunistic leadership development opportunities. 99% of the leaders said that they are 'aware of what aspects I need to improve in terms of my leadership capacity', and the same number said that they 'proactively look for appropriate ways to develop my leadership capability'.

Only half of these leaders, however, said that they do this to a 'great' or 'very great' extent. The leaders said that they 'take chances and opportunities as they turn up' for their development as a leader, and half of them said that they do this to a 'great or very great extent'. 97% of the leaders in our survey acknowledged that adverse circumstances make them aware of the need to improve their leadership capability, but again only half of them said that this was true to a 'great extent'.

An age old debate in the leadership field has asked whether leaders are born or made. The survey findings suggest that most people have the capacity to learn the ability to lead, but that desire to lead needs to be combined with a number of triggers for this to happen.

Time and again the same ten triggers were embedded in leaders' stories. Some triggers were described as being the result of a clear plan, some the result of an unexpected turn of events or serendipity, some were described as positive learning experiences and others as quite painful. Despite these differences, however, the leaders were unanimous in their certainty that it was these events and circumstances that had been the turning points for them, and the catalysts that they had contributed to their approach to leadership.

The future will of course bring with it a number of additional leadership challenges, not least of which will be the growing requirement to lead people from a distance, a phenomenon sometimes called 'virtual leadership'. Losing the face to face cues that leaders take from being alongside their followers will mean that new forms of leadership development may be needed. Understanding the subtleties of people's responses and feelings across a geographical divide will increasingly call for more sophisticated leadership antennae and mental toughness, and new forms of leadership development that will employ electronic or virtual communications to enable leaders to develop these antennae.

Again this will challenge leaders at all levels. It takes many into an area where they have to develop skills and attitudes which are based on trust and their confidence in self and others.

Leadership development has three key elements: work-based learning, ideas and concepts, and social interaction

As well as containing a balance of both planned and opportunistic learning, the leadership learning process requires three critical elements - work-based learning, learning new ideas and concepts, and social interaction.

Experiential leadership development training courses, which replicate or use work-based leadership challenges, were cited as having been of great value and in some cases life changing. These courses blend work-based learning either directly or through replicating work-based experiences, offer new ideas and concepts, and enable social interaction. They are not perceived by the leaders (or by us) as teaching leaders to lead. Instead, the courses stimulate reflection and create spaces to reflect on and practise different approaches to leadership, and *acted as catalysts* for changing their behaviour at work.

Leaders learn leadership as a result of a wide range of experiences throughout their lives. Leadership cannot be learned through a single activity. Training courses and education act as

important catalysts for reflecting on leadership and provide ideas and concepts to stimulate important changes in leadership behaviour, but they cannot teach leadership in isolation.

In most organisations there is considerable investment in leadership development, but many leadership development initiatives and programmes fail to hit the mark, and thousands of pounds are thrown away on unproven, uninspiring and out-of-date approaches to leadership development.

Bolden (2010) has noted a number of trends in leadership development for 21st century organisations.

1. A shift in provision from standardised leadership development courses to customised interventions based on real life challenges.
2. A trend away from one-off courses toward on-going and continuous development journeys. The growth of coaching and mentoring as a valuable development approach would appear to endorse this.
3. A move away from classroom style lectures toward ways of learning that involve hands on, practical group work focussing on real leadership challenges. A growth in action learning sets can be seen as a resonating development here.
4. Recognition that leadership learning can be work-based or blended as well as offsite.
5. A move from purely individual learning toward a focus on groups.
6. A desire by organisations to change the relationship with outside providers from supplier to partner.
7. This means that the nature of the support built into a programme is now more extensive with inbuilt coaching and relationship focussed.

These trends should drive our leadership development from predominantly focussed on individual 'leader' development (human capital) to a tailored provision of organisation focussed leader-*ship* development (social capital).

What are the essential elements of effective Leadership Development for resilient 21st century organisations?

Leadership development should be a learning pipeline that starts on entering an organisation and continues to the highest levels of governance, each level of responsibility and experience requiring a different balance of leading self, leading team and strategic leadership of the organisation.

Leadership development needs to focus on more than just the top team (but maybe it needs to start there), and that leaders are needed at levels of the organisation.

The most effective leadership development for creating resilient organisations will be leadership development that simultaneously achieves individual, team, and organisational impact, so that the personal learning taken away by individuals transfers smoothly and seamlessly to the individual's team, and ultimately to multiple teams and to the workplace as a whole, making a real difference at all levels over the short, medium and long term, and building a culture of vision, responsibility, humility and common purpose, authenticity, resilience and adaptability.

Research has suggested that the most effective leadership development works at three key levels. Each level is discussed below:

Level A: Leading Self

Effective leadership development makes significant space for self-reflection, and challenges the leader to reflect on their own behaviours, style, values, and their impact on others. A growing range of tools is of course available to assess leadership behaviours, values, style, and impact on others. 360-degree feedback, for example, and tools such as the MTQ48 and the ILM72 have become an important part of a leadership developer's repertoire.

Used on their own, such tools are unlikely to produce more self-aware or more resilient and adaptive leaders. They are tools and are in part dependent upon the skill of the user. But they are part of a new generation of normative measures which are emerging which are focused closely on the needs of people and team developers. They do add elements which have not always been there before. The ability to benchmark individuals and team and to measure progress across specific and relevant parameters. Also to understand better what might be happening within an individual or a team. Ultimately they are most likely to support learning when part of a rigorous learning process that follows Kolb's cycle of experiencing, reflecting, conceptualizing and testing.

The most effective leader development subscribes to the following 'golden rules':

- a) *The delegate must want to learn to be a leader*
- b) *Setting and agreeing the learning agenda is important.*
- c) *Safe opportunities for delegates to practice and reflect on new behaviours should be provided.*
- d) *Post-course follow-up and evaluation should be built into the design.*

Evaluating the true impact of leadership development can only be achieved by adopting more rigorous evaluation techniques over a longer time period in order to ascertain how well the learning is being sustained by the individual, whether their improved self-awareness is becoming embedded over the long term in their behaviours, and how this is manifesting itself in their work and well-being as a leader. This ongoing evaluation needs to be accompanied by ongoing support within the organisation. This support is discussed below.

Incidentally this is also where the use of the new generation of valid and reliable personality based competency measures which assess aspects of mindset can make a contribution. MTQ48 and ILM72 being good examples. You can measure at the start and at the completion of an intervention – if you haven't got a shift in mindset you probably won't get the outcomes you seek in due course.

Level B: Leading the Team

Individual leadership development is too often conducted in a vacuum that ignores the learner's real-world leadership context, and the specific challenges that they will face when they return to work. For real transfer of leadership development to a leader's team to be effective the leader must understand how to go about transferring the new behaviours learned in the safety of the other delegates on the course, to the more complex challenges of leading their real world teams. Culture, history, individual differences in the team, and the leader's own reputation in the organisation can each affect the transfer of leadership learning back into the team.

For a leadership development course to be effective at the level of the team, as many of the following factors as possible should be present:

- a) The individual must leave the course feeling confident enough on his or her return to try out the newly learned behaviours back in the workplace.
- b) The individual must also feel confident enough to authentically share their learning with their team in order to cascade learning and build a spirit of knowledge-sharing.
- c) The individual should feel encouraged to seek regular feedback on the impact of their changed behaviours from their team members by displaying an ongoing desire to learn.

Coaching opportunities following leadership development can often aid individuals returning to the workplace to think about how to deal with difficult situations or team members; and how to better understand the different needs of their own team.

Action Learning Sets can also be a useful alternative for leaders dealing with the ongoing challenges of leading their teams. Some leadership courses offer the opportunity for learning sets to continue within the peer group with whom they have built trust on the course. Others offer such opportunities within their organisation. Both add value by offering the essential post course support that is needed.

Level C: Leading the Organisation

Too often this essential element of leadership development is overlooked. Individuals nominated for leadership development often return from a course or programme dramatically changed, but they return to an unchanged organisation. Quite quickly, disillusionment can set in when their new skills and behaviours are disregarded or underutilized. It is very important that organisations offer support to these changed individuals who return with a desire to impact positively on their organisations, but are too often met with unresponsive line managers, or bosses who feel threatened by their new self-confidence.

For a leadership course to be effective at the level of Leading the Organisation, and to enable resilience building to go beyond the level of the individual or group or individuals to become embedded in the organisation's culture a number of conditions should be present:

- a) There needs to be active and authentic top down support for an organisational leadership programme and a genuine interest in its impact and outcomes for the organisation.
- b) A leadership development pipeline should be in place for leadership development that starts on entry into the organization and continues up to Board and governance levels.
- c) The most successful organisational leadership programmes are based on a model of distributed, shared or complexity leadership, and build leadership capability across hierarchical levels, by creating the space for adaptive and creative action.
- d) Organisational projects embedded in a leadership development course that operate cross-functionally and cross-departmentally can often help to sustain energy and the desire for change beyond the end of the formal element of an organisational leadership course, and produce real organisational benefits.

- e) Alumni networks in place for those who have been through an organisational leadership courses offer an opportunity to share experiences and use the common language built by the course. Organisations that take these seriously often offer Master-classes and leadership events for their alumni.
- f) Opportunities post-course for leaders to step up to challenging assignments that enable them to draw on their new knowledge and behaviours are imperative for sustaining momentum and reinforcing learning and self-confidence.
- g) Continually monitoring and measuring outcomes from the programme. This will ensure that the budget for such training is sustained. Sound arguments for continuity are often found in either the financial savings produced as a result of the course, or new innovations that have emerged as a direct result of the programme.

Unfortunately, it is all too rare for all of the 'essential elements' for effective leadership development to be in place. However, integrative approach to leadership development that blends leadership development at all levels to generate a leadership development pipeline is essential for building resilient organisations.

A summary checklist is provided below for leadership developers:

- a) Develop a leadership development pipeline inside the organisation that enables leadership to be developed early.
- b) Enable leaders at all levels to balance their learning to include work-based learning, learning of new ideas and concepts, and social interaction.
- c) Balance experiential learning with work-based learning in order to trigger cycles of reflection and practice.
- d) Include opportunities for leaders to coach and be coached formally or informally and to give and receive feedback.
- e) Offer access to role models, and opportunities to learn from other leaders' approaches.
- f) Provide opportunities to generate and apply new ideas and concepts.
- g) Facilitate opportunities at all levels for people to engage with new leadership challenges.
- h) Promote access to new contexts and cultures for people to develop themselves and be stretched as leaders.
- i) Create a culture of distributed leadership, in which opportunities to contribute to leadership activity are open to all.
- j) Include an evaluation process for understanding the effects of the learning on the leaders' capabilities, self-confidence, self-awareness and impact.

Conclusions

Vision, responsibility, humility and common purpose, authenticity, personal resilience and adaptability are emerging as essential dimensions of 21st century leadership. Organisations today are facing ever more complex challenges in a turbulent and fast changing global and technological world, and it is these five qualities that will make the difference enabling effective resilient leadership at all levels. In many cases Leadership development strategies have not kept pace with the changing nature of the leadership needed to build resilient organisations for the 21st century.

Uhl-Bien's and Heifetz's and others' argue that developing distributed, adaptive and complexity leadership will be key to success in the 21st century, and will enable the building of resilient organisations. This will mean finding new ways to develop more adaptive

leadership capability across organisations, across individual, team and organizational levels simultaneously. The second part of this chapter offered practical suggestions for doing this.

Leadership development cannot continue to focus on top leaders alone. Resilient organisations will only be built by extending the focus of leadership development to all corners of the organization, focusing on leadership by the many, and on the development of social capital that will enable adaptive change through fast, responsive, complexity leadership.

Chopra has argued that leadership is enacted everywhere, and that leadership that arises from ordinary lives is the type of leadership most needed to fill the chronic 'leadership vacuum' of modern society. This is also true in organisations; through effective and wise leadership development 'countless leaders can rise to the highest levels of greatness'. It is only through these countless leaders that resilient organisations will be built.

The pace of change that described here is unlikely to reduce. Indeed, the turbulence of the early 21st century may even increase as globalisation and technological change accelerate. Leadership capacity and mental toughness will become increasingly important as this century brings unforeseen new challenges. Indeed, it is highly likely that only the most agile and flexible organisations will survive and thrive in the long term.

Leadership development programmes will, therefore, need to adapt to meet this need. Resilience, both personal and organisational, will increasingly become a core element of leadership development courses. This resilience will include the ability to scan and understand the competitive global landscape, the ability to adapt to change as well as to lead change, the ability to build leadership capacity across the whole organisation, and to embrace new technologies. In short, leadership is likely to require greater agility and mental toughness, but it will also require vision, responsibility and humility. We should start preparing the next generation of leaders now.

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