



SRIKANT M. DATAR
DAVID A. GARVIN
CARIN-ISABEL KNOOP

The Center for Creative Leadership

Leadership is like a muscle. The more you train it, the better it gets.

—John R. Ryan, president

The Center for Creative Leadership (CCL) was founded in 1970 on the premise that leadership was not innate but could be learned. The nonprofit educational institute specialized in developing the leadership skills of midcareer executives in the private and public sector while also catering to up-and-coming managers and C-suite executives via a portfolio of leadership development programs. Some programs were developed specifically for organizations (custom programs), while others were designed internally for open enrollment.

CCL helped clients worldwide cultivate creative leadership, defined as “the capacity to achieve more than imagined by thinking and acting beyond boundaries.”¹ CCL founder H. Smith Richardson believed that leadership meant responding creatively to change to avoid or overcome pitfalls typically faced by leaders. As heir to the Vick Chemical Company his father had founded, Smith Richardson had observed that new leaders often failed, and recognized the need for leadership training if a firm was to sustain its growth. With this in mind, the Richardson Family Foundation began in 1957 to fund research by scholars and behavioral scientists on leadership and creativity.²

By 2007, CCL had evolved into one of the world’s top leadership development organizations, involved in both research and program design and delivery. Over 400,000 participants had graduated from CCL programs.³ The organization described itself as a unique center for business education that combined behavioral science research and practical business applications, one that integrated cutting-edge research with innovative training, coaching, assessment, and publishing.⁴ “People come to CCL because they are facing complex challenges that demand creative solutions,” said David Altman, senior vice president for research and innovation.

In all of its programs, CCL believed that being engaged in a developmental experience could enhance individuals’ abilities to learn, which in turn helped participants extract more from their subsequent set of experiences.⁵ CCL had a specific model for leadership development, centered on assessment, challenge, and support, or ACS. ACS was a combination model—one that sought to encourage practice and reflection on the part of the participant.⁶ **Assessment** tools, designed to collect information on a participant’s style, personality and approaches to problem solving, were sent to participants as well as their workplace colleagues several weeks before programs began. “The days of a person registering for a course and then coming the next week have long gone,” a CCL group

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manager said.⁷ The second aspect of ACS was **challenge**. Exercises or simulations of work environments pushed participants out of their comfort zones, prompting re-examination of their abilities, approaches, and effectiveness. Breaking with habitual ways of thinking required participants to develop new capacities and adapt their ways of understanding.⁸ Lastly, **support** through an empathetic climate provided security in the face of a new challenge. Participants appreciated the reassurance that breaking ingrained habits would lead to a new and more constructive equilibrium on the other side of change.⁹ Support during the programs came from facilitators, coaches and peers. After the program, participants were encouraged to build support networks to continue their leadership development.

The effectiveness of its approach had earned CCL the respect of scholars and executives alike, as represented by its competitive position among the rankings of executive leadership programs worldwide. The 2007 *Financial Times* worldwide survey of executive education ranked CCL seventh overall.¹⁰ The *Financial Times* ranked CCL sixth for open enrollment programs and 15th for custom programs, while *Business Week* ranked CCL eighth for custom programs. Its open enrollment programs placed among the top five in aims achieved, course design, teaching material and faculty, and its custom programs were rated among the top 10 in value for money and teaching materials.¹¹

Organization, Progress, Projects and Staffing

In 2007, CCL employed about 500 staff across its Greensboro, North Carolina headquarters and four campuses: Colorado Springs, Colorado; San Diego, California; Brussels, Belgium; and Singapore. In addition, 14 network associates—CCL-certified satellite organizations—delivered CCL programs in many other geographies including Australia, Japan, and Mexico. CCL began licensing its programs and technology in the early 1980s, training associate organizations to expand its global reach.¹² (See **Exhibit 1** for milestones.) In 2007, CCL reported \$82 million in operating revenues.¹³ Tuition, program, and coaching fees accounted for 86% of revenues, followed by products and publications (6%), licensee royalties and fees (3%), donations and other income (3%), and grants and research contracts (2%).¹⁴

In 2007, over 20,000 individuals participated in a CCL program, representing over 3,000 different organizations across the public, private, nonprofit, and education sectors (see **Exhibit 2** for selected open-enrollment and custom clients). About 84% of participants came from the private sector, 7% from education, 5% from the public sector, and 4% from nonprofits.¹⁵ About 76% of program participants hailed from the U.S. (10% came from Europe).¹⁶ Approximately 27% of participants were top and senior level executives, 56% were middle and upper-middle level managers, and the remaining 17% were first level managers or did not fit the aforementioned classifications.¹⁷ The gender breakout was 65% men and 35% women. Two-thirds of CCL graduates participated in custom programs (although custom programs accounted for about 40% of revenues), 22% in open enrollment programs and 11% in programs offered by network associates. In 2007, CCL welcomed 5,676 participants to its 15 open enrollment programs. CCL also reached practitioners via its research and publications, including general use and custom case studies. (See **Exhibit 3** for major publications.)

Recognizing the need for on-the-ground leadership research outside of the U.S., CCL established the Brussels-based Center for Creative Leadership-Europe in 1990 employing many associates fluent in English and in at least one major European language. (In 2007, the Brussels staff spoke 17 languages.) As in CCL's North American work, CCL-Europe featured a pre-program interview with the participant's boss or manager in order to maximize that individual's support.¹⁸ In the mid-2000s, CCL leaders realized it needed to expand its research and program delivery outside of the U.S. and Europe. Consequently, the organization established CCL-Asia, based in Singapore, in 2003. By 2007, CCL-Asia had 23 full-time staff and delivered programs in Australia, China, Hong Kong, India, Korea, Japan, Malaysia, Singapore, and Thailand. To understand more about the differences between

leaders in Asia and their Western counterparts, CCL-Asia, with the support of the Singapore Economic Development Board, established an Asia Research unit in 2005. Two years later, eight researchers were working on several major research studies. CCL started to systematically collect data with a global focus and work on cross-cultural teams. In 2005, CCL partnered with Tata Management Training Centre (TMTC), one of India's leading management training institutes, and developed a research partnership dedicated to leadership issues in India, and eventually created a series of leadership education initiatives.

While CCL's global locations taught varying numbers of courses, the CCL philosophy of leadership development remained consistent across all locations. As more research was conducted on the similarities and differences in leadership across the globe, CCL expected that both global offerings and regional/country offerings would be developed. The U.S. open enrollment program portfolio offered the full spectrum of CCL's products and services, while the European campus offered a subset of the U.S. program. In Europe, six of the 15 open enrollment courses taught in the U.S. were available, though the large majority of business in Europe was in custom programs. In Asia, CCL's open enrollment program was even more tailored to specific client needs with just two of the 15 U.S. courses offered. The organization's core Leadership Development Program (LDP) was taught at all locations (see **Exhibit 4**). Interestingly, gender ratios among LDP participants differed: in the U.S., 70% of participants were male, compared to 43% in Europe.

Leadership development needs differed significantly across geographies. For example, organizations located in Northern Europe tended to deploy very sophisticated talent management systems. To serve that market, CCL recruited more faculty and associates with industry experience to manage its programs there. Another complication was regional and national views on leadership per se. For example, leadership in some Eastern European countries still held a totalitarian connotation. Creative leadership in Asia might suggest illegal activities. In March 2007, CCL launched a Chinese language Web site that provided information about CCL products and services offered in China and Asia. CCL also provided Chinese companies with customized programs and considered the possibility of opening a campus in the country. "In Asia," a CCL coach noted, "we talk more about management education. But everywhere the needs are great and leadership does have common traits around the world."

Teaching and Research

CCL's programs and research were designed and driven by the organization's 85 core faculty members, half of which held doctorates. About a dozen were industrial and/or organizational psychologists. "Most of our faculty members are eclectic and trained in one discipline but upon coming to CCL work on the fringe of their discipline," explained Lily Kelly, executive vice president, global leadership development. "We encourage bridging the boundary of traditions." Some faculty were involved in teaching, others in research; some did both." About 24 were research-only faculty. "Over time," Altman explained, "we should be able to compete for talent with academic institutions."

CCL researchers were organized into five primary groups: Individual Leader Development; Global Leadership and Diversity; Groups, Teams and Organizations; Design and Evaluation Center; and Knowledge and Innovation Resources. Teaching faculty had skills in individual leader development and organizational leadership development. In addition to key long-term research projects, CCL faculty conducted smaller, short-term studies for organizations and institutions.

By using research as the basis for programs as well as assessing the impact of programs to further test and refine their research, CCL staff and faculty were not only putting "ideas into action" but also "actions into ideas," by taking back to the "laboratory" observations made about practicing leaders. At CCL, research discoveries were incorporated into leadership courses and assessment tools. In turn,

classroom experiences and assessment data informed or initiated research projects—the CCL’s portfolio was both built on research as well as an integral part of research.¹⁹

CCL claimed that its programs helped it “access and understand real-life practicing leaders and managers, as opposed to university students who traditionally [were] used as subjects for academic research.”²⁰ “The main difference is who we study. We are studying real people. They are our study participants. We have spawned dissertations and masters theses. We have over 400,000 observations in our databases,” Altman underlined. In addition to observing leaders in its “program laboratories,” CCL conducted research through interviews, surveys and observations, using both traditional and more innovative methods. “We want research that gets into books and peer review journals but also into practice,” Altman noted.

Marian Ruderman, group director, Global Leadership and Diversity Research, explained what this meant for CCL’s research and teaching staff: “All CCL research is done with applications in mind. We are always asking ourselves: ‘What is the leadership challenge out there? What is the up and coming challenge? And what is good science around this topic? What do we know? Is there enough content to create a product, program, or service?’” Research could be pro-active as well. “When the need for more global content in our programs became acute, the Global Leadership and Diversity Group already had content from their ongoing research program that could be integrated,” explained Jennifer Martineau, group director for the Design and Evaluation Center.

“Basically, the Center sees development of our products as something of a relay race,” Ruderman explained. “We are all on the same team but have expertise in different aspects of the development process. We develop products on the basis of research, and then pass the work to a curriculum design team, which passes it to the faculty. As an R&D group we try to provide new ideas and content. As such we apply for grants, do research, write publications, create programs that flow out of this research, and also give back to the field.”

Each new CCL program was observed by an evaluator from the design team tasked with thinking about outcomes and potential impact evaluation. The design and evaluation team reviewed all iterations of each program. CCL also ran focus groups in addition to gathering participant feedback. Other feedback came from the coaches working with participants post-classroom and the results of 360-degree assessments completed after participants had attended a program. “The theory in leadership development is weak,” explained Ellen Van Velsor, group director, Individual Leader Development, “and most of the research is around evaluating the impact of leadership development initiatives and looking at how people develop leadership.” Using post-program 360-degree results to gauge impact was an imperfect tool, however. A CCL manager explained: “Some personality types, perhaps the one who might benefit the most from greater self-awareness, don’t fill out the assessment form and don’t go through that process.”

Aligning research with application CCL faculty members were not completely free to study whatever they chose. CCL researchers worked with a balanced scorecard and their research goals and tasks related to those of the group to which they belonged. Deliverables included contributions to new programs and new publications. Group leader deliverables were related to CCL objectives. Research was applied rather than basic and for the most part conducted with future programs in mind; teaching and research were synergistic and mutually supportive. “There is a creative tension between gazing at our navel and looking at the outside world,” said Altman. “We monitor the world and competitors and seek feedback from participants and their organizations.” From such interactions CCL defined nine core themes (e.g., strategic leadership, corporate social responsibility, talent management and globalization) against which CCL portfolio directors, marketing, program, and research directors assessed annual group and individual research plans. CCL had also set up an “Innovation Incubator,” Altman explained, “to make it organizationally acceptable to pursue the fuzzy front end of innovation. In the past, despite our strategic planning, there was a lot of ‘under the

radar work' going on that didn't really fit with the plan, but was diverting our attention and we were missing opportunities."

Coaching

In addition to its staff and faculty, CCL deployed over 400 leadership coaches worldwide, most of them independently contracted professionals. Since the early 1970s, CCL's open enrollment and custom leadership development programs had employed highly trained professional coaches to provide a personalized element to the experience of participants through individual meetings within programs. Coaches were all deeply versed in the use of assessment instruments and other data sources for focused personal and professional development. Through the years, CCL broadened the range of services these coaches provided beyond interpretation and application of individual assessment data to include team coaching, coaching workshops, and specialized coaching services for very senior leaders. Additionally, as CCL expanded the locations in which it worked, the coaching pool broadened to meet client needs. As of 2007 CCL leadership coaches were located in 24 countries and spoke 28 languages.

A distinctive element of CCL coaching was its emphasis on the increase in learning capacity of the person being coached. The process relied on elicitation by the coach rather than advice-giving or interpretation. CCL coaches established healthy trust relationships with clients, carefully encouraging them to extend their own assessment of the factors affecting their leadership effectiveness, clarify and take on their own challenges, and create the necessary resources for support. CCL coaches were expected to help clients maintain a persistent awareness of the connection between their own development and the business objectives of their organizations.

These requirements demanded that CCL invest significant resources in the recruitment, selection, training, approval and quality management of its coaches. Chief Assessor Johan Naudé was in charge of these functions at the Greensboro campus. Coaches were required to have an advanced degree in the behavioral sciences or a closely related field or needed an MBA and at least five years of coaching-related experience (see **Exhibit 5**). Coaches were expected to become part of the learning community and Naudé created multiple opportunities for professional development (for example in 2007, CCL coaches associated with the Brussels office were given access to 120 hours of continuing education organized by CCL). Coaches were deployed with clients only after significant training and direct observation by senior professionals and were continuously evaluated by clients and colleagues. "Because we contract upfront on what success looks like, we can gauge our coaching effectiveness," Naudé explained. (**Exhibit 6** provides an overview of the CCL coaching model.)

In parts of the world where emerging economies rapidly promoted young managers in large numbers, CCL was exploring alternative delivery methods and coaching models. "While most coaching tends to be for senior-level people, India presents a different challenge, with its large number of young managers. Can coaching be democratized? Can it be scaled? Can it be available any time you need it? Could call centers be manned by coaches available around the clock?" asked Lyndon Rego, a manager in the Research and Innovation Group. "While a lot of what we do at the Center is face-to-face, we may be able to reach more people with technology. Some of what we're looking at includes social networking (sites), Second Life, gaming, phone SMS messages, and online simulations," said Rego.

Building Blocks—The ACS Model

Behavioral science research formed the basis of CCL programs, approaches and tools. While CCL used many methods and tools to cater to different learning styles and perspectives across wide age and experience levels, interactivity and introspection were the consistent themes and building blocks of the assessment-challenge-support model. The interactive part came through classroom work,

exercises, and simulations. Programs also involved some form of guided reflection, drawing on surveys as well as participating in activities. This was the introspective part. "Each individual component may not be that novel but the way that we put all this together is to produce synergistic impact so that the total impact is bigger than the sum of its parts," Altman explained.

Assessment

In the early 1970s, leadership development was a relatively new and poorly understood concept. According to CCL staff, the organization's belief that leaders could indeed be made (not simply born) contributed to the then new field of leadership development. If leadership could be taught, CCL researchers proposed "assessment for development" as the key first step to professional and personal growth. This notion too went against the trend of the times, where assessment was used mostly for executive selection, promotion and performance review. CCL researchers believed that for any assessment to be useful developmentally, it had to be confidential, enabling those assessed to save face while also improving assessor candor.

In 2007 CCL continued to place a strong emphasis on the correlation between self-knowledge and leadership. CCL philosophy was centered on helping leaders "learn how to learn," a practice allowing individuals to gain a comprehensive view of themselves through open and extensive feedback. This feedback provided individuals with greater self-knowledge and personal insight, information upon which personal development goals could be devised and achieved. Using the language of Kurt Lewin, the well-known social psychologist, CCL faculty referred to the process of becoming aware of one's strengths and weaknesses "as a type of 'unfreezing.'"

Assessment addressed the current state of the participant—her effectiveness as a leader, behavioral patterns, skill levels, etc. Assessment was basically information, presented formally or informally, that told participants where they were, what their current strengths were, what development needs were important for their current situation, and what their current level of effectiveness was. The assessment data not only placed the participant within a current context, but provided openings for future goals. Participants could ask themselves, "This is where I am, but where do I want to be?" enabling them to focus on desired developmental objectives.

While CCL used a set of assessment tools, the 360-degree feedback model was at its core. In fact, in the 1980s, CCL had been instrumental in creating the 360-degree assessment tool that later became popular in all types of organizations. One of CCL's first 360-degree tools, SKILLSCOPE[®], started in 1986 as part of the Looking Glass Experience (described below). Additional 360-degree assessment tools followed. Benchmarks[®], for example, helped experienced managers assess 16 critical skills and perspectives related to leadership success and potential threats to career success. Executive Dimensions[®] assessed top-level leadership behaviors while Prospector[®] assessed skills for learning and leading and 360 BY DESIGN[®] focused on competencies important to the organization. All these tools had had their psychometric properties validated. (See **Exhibit 7** for sample feedback forms.)

CCL described the 360-degree feedback tool as a "method of systematically collecting opinions about a manager's performance from a wide range of coworkers. This could include peers, direct subordinates, the boss and the boss's peers, along with people outside the organization, such as customers and in some cases family members."²¹ Surveys were completed by coworkers or "raters" to evaluate the participant's skill level and effectiveness as a leader in the organization. Once the surveys were processed, a coach sat down with the participant to discuss the results and establish a plan to meet the newly recognized goals set for leadership development. The 360-degree feedback model used by CCL forced "managers to examine the perspectives other people hold of them."²² Some managers were "jarred to attention about their shortcomings by agreement among their raters."²³ "People cannot change by themselves," Ruderman explained. "The 360 sends the message out to folks around you that you are trying to change."

The extensive use of 360-degree assessments gave CCL a database that it described as the “envy of organizational researchers”: the largest pool of “normal”²⁴ working adults ever psychologically assessed. Although the data was mostly on males located in North America, this was changing as CCL expanded globally. Nevertheless, the information helped CCL identify two key differentiators affecting how individuals developed as leaders: personality and job experience. With this knowledge, CCL focused its training on these two factors. By 2007 CCL was processing more than 39,000 participant assessments each year.

Challenge

The challenge piece of the CCL model provided elements of an experience that was new and that could call for skills and perspectives not currently mastered or acquired by participants. The challenge piece was designed to create an imbalance in the participant and provide an opportunity to question established ways of thinking and acting. “We don’t want people to complete our programs or services having only learned new content, we want them to be ‘unfrozen,’ made aware, and able to experiment with new approaches at such a deeper level that they are fundamentally understanding something differently and doing something different as a result,” explained Martineau.

The genesis for the challenge piece came out of a late 1980s CCL research project with several major corporate sponsors to interview executives who were succeeding and others who had “derailed.” This research on “success and derailment” led to the development of the Job Challenge Profile assessment tool, which helped managers to see and use their job assignments as valuable learning opportunities and avoid demotions or career plateaus. CCL research concluded that while most leadership development tasks took place on the job through developmental assignments, hands-on, action-based exercises and simulations could be designed to mimic such challenges and achieve similar developmental aims by taking participants out of their day-to-day work life and exposing the limitations of their management styles or perceived “winning formulas.” Participants, armed with feedback from the assessment phase, were invited to practice their leadership as facilitators and peers watched and engaged with them. CCL facilitators defining and offering feedback during these exercises challenged participants to act differently and help each other. In this phase, Mary Hollingsworth, regional director of business development, explained, “We are also teaching people to be behavioral observers of each other. We do not simply tell people *this* is a good leader, we say this is what good leadership *looks like*. We get specific about the behaviors shown by our research to be critical for success as a leader.”

Support

To ensure that lessons learned from the assessment and challenge pieces of the ACS model inspired and stimulated rather than depressed and de-motivated participants, CCL encouraged participants to establish a network of relationships that would help them to gauge progress. The support piece provided elements of an experience that enhanced self-confidence, reassured a person about his or her strengths, skills, and established way of thinking or acting. Faced with overwhelming challenges, participants might be tempted to deny the challenges existed at all. With support, CCL research had found, participants were more likely to take positive action.

The support piece had two major components. The first provided a positive learning climate within CCL classes, which gave participants the trust to experiment and take risks. The second component was a supportive coach laying the foundation for a support network once participants left the program. CCL, therefore, encouraged participants to gather support from coworkers, bosses, friends, family and mentors via communication and the use of post-program 360-degree assessments to chart progress against the development goals they set as a result of the assessment and challenge part of the model. It also reminded a manager’s peers, employees and supervisors, all those

completing the post-program assessments, of the manager's interest in and commitment to positive change, hopefully enrolling them in helping the manager achieve positive transformation.

The ACS model was the base for two of CCL's most popular programs, the Leadership Development Program and the Looking Glass Experience. More recently CCL had launched a program targeted to leadership challenges in an international context.

The Leadership Development Program

As early as 1974, CCL staff began building programs to test their theories and techniques. The first eventually became LDP. More than 2,000 leaders worldwide per year went through LDP in groups of only 24 at a time. By 2006, there were 47,000 LDP alumni worldwide. The majority of program participants were sent to LDP by their organizations, often because they had been identified as high-potential managers or as a prelude to a potential promotion. In some instances, personal work done at CCL made participants realize that a new career or organization might be a better fit. In other instances, small changes in leadership skills could result in big effects. Explained Altman, "If you are flying an airplane from San Francisco to the East Coast and you are off by 5% you could land totally off target, and land in Boston and not Washington. Small changes in leadership, a little tool that helps you correct course, pay huge dividends. Even participants skeptical of leadership development programs will readily sign up for improving their performance by 5%." In FY07 the average LDP participant was 38 years old and 42% reported being in upper-middle management. About 40% held a bachelors degree and 37% an advanced degree; about a third worked for organizations with more than 10,000 employees.

The Origin and Concept

LDP focused on how a leader's actions affected leaders and those around them. By using self-awareness tools and activities to enhance leadership abilities, LDP taught strategies for continuous self-development. Through extensive assessment, group discussions, self-reflection, small group activities, and personal coaching, individuals were expected to learn to give and receive feedback more effectively, lead change in their organization, build productive relationships, develop others, leverage differences in other people, and set clear, attainable goals. "It is a top gun philosophy," explained a senior faculty member and manager of the LDP in Greensboro. "We tell participants: 'You are good now but we want to make you better.'"

The Program and Process

Day 1 of the five-day program shone a spotlight on each participant's personality and behavioral strengths and areas for development. Participants also viewed and commented on a videotaped group activity. Day 2 focused on helping participants learn the unintended consequences of their actions by focusing on the results of a 360-degree assessment and by engaging in group activities that centered on stress and how to best leverage differences. One such activity had the group of 24 split into two and sit in a circle blindfolded. A set of plastic pieces in five different shapes and five different colors were distributed to participants. Participants described their shapes to each other and sought further information from a facilitator regarding the color of pieces. Participants were limited in information they could provide or solicit. The team that honed in the fastest on the number of shapes and colors during this 20-minute exercise won. The exercise encouraged participants to work on potentially unproductive team and leadership behaviors elicited in Day 1.

Participants practiced purposeful leadership behaviors they selected, based on feedback from their Benchmarks and 360 By Design data, on Day 3 in a set of exercises and simulations. On Day 4 participants received peer feedback and one-on-one feedback with their coach. Day 5 was reserved for planning ahead and putting lessons into practice. LDP alumni participated in "Friday5s" as part of a

10-week follow-up process that had participants submit two or three goals for the coming week every other Friday at 5 p.m. Coaches then followed up with participants, who shared goals, achievements, and challenges. Finally, about three months after LDP, colleagues who knew the participant before the course articulated the changes seen in participant behavior. See **Exhibit 8** for a daily overview, **Exhibit 9** for a sample schedule, and **Exhibit 10** for a schematic of the main phases of LDP.

In most LDP iterations, two facilitators and 12 coaches worked with 24 participants. The facilitators stayed with the group for the duration of the program, either in the room with participants or observing behind two-way mirrors. Coaches delivered assessment feedback in a half-day session and then worked with participants to maintain their momentum once they were back at work. Participants formally evaluated each one-on-one session with their coach and with tools such as the post-program Reflections™ assessment; CCL was able to gauge participants' progress against their goals, which they set jointly with their own coaches. Participants also took part in a 10-week, Web-based, follow-up goal management system that helped them discuss progress on their goals with a CCL feedback coach and/or other LDP participants.

The Looking Glass Experience

Another core CCL offering, the Looking Glass Experience, focused on reproducing a work environment as core simulation. Like the LDP, the program encouraged participants to become more aware of their automatic patterns of behavior and provided opportunities for adjustment.

The Origin and Concept

As they interacted with practitioners, some CCL researchers grew increasingly interested in managerial information sharing and decision making. In 1979, with start-up funding from the U.S. Office of Naval Research and under the influence of management scholar Henry Mintzberg, they created the Looking Glass, Inc. (LGI), a fictitious glass manufacturing company. The "management simulation" was designed to replicate for researchers a day in a manager's work life. To provide managers with feedback on their individual and relative performance in the simulation, CCL organized a program around the LGI called the Looking Glass Experience® (LGE), and from 1979 through 2007 more than 300,000 managers tried their hand at running the fictitious company. LGI and its accompanying program (The Looking Glass Experience) had been updated several times over the years, mostly recently in July 2006 when three new positions, more international flavor and more emphasis on leading in complex situations were added.

The course taught individuals how to lead and influence others in an organization. Emphasis was placed on the effects of leadership style on colleagues and the workplace environment, as well as the leadership successes and failures of the individual. In addition, the Looking Glass Experience gave participants tools to approach complex decision-making situations that paralleled real life. Through management activities designed to mirror performance behaviors at home organizations, LGI provided participants with a more complete view of themselves associated with a heightened self-awareness. Participant outcomes also included the ability to recognize opportunities and avoid pitfalls, balance tactical concerns with strategic possibilities and become better at making decisions. The business simulation was noted for realistically testing an individual's decision-making and influencing skills and was replete with the kind of unexpected twists and turns executives typically faced in their jobs. Staff members and peers in the class all took part in analyzing each participant's skills and behaviors.

The Program and Process

The day before the five-day course, students learned about the simulation in a short session designed to familiarize them with the company, the top management positions, and each other.

Ground rules were set and a glossy LGI “annual report” was handed out. The company, whose 5,250 employees generated \$1.4 billion in sales, had three operating divisions with different internal and external operating environments. Participants became members of the top management team, in positions ranging from president to plant managers. They selected their positions in accordance with their individual learning needs. Once the roles were selected, all participants received some hard copy e-mails and reports to review, including division history, product information, and financial data—for a total of over 172 problems and opportunities ranging from strategic investments and production capacity problems to soaring energy costs and personnel issues.²⁵

At “work” the next day, participants found their own office area, complete with desks, intercom phones, in- and out-baskets, and meeting tables. The company opened for business, meetings were scheduled, phones rang, memos flew, and participants interacted while faculty observed behind two-way mirrors. “At first participants glance at the mirror once in a while,” a facilitator explained, “but soon they totally forget and immerse themselves in the business at hand.”

Interactions were not scripted. Participants moved freely from their desks to meetings and informal discussions and interacted with anyone within or beyond the company by either memo, phone, or in person. The simulation was behavioral and therefore deliberately low-tech. Providing participants with e-mail access would encourage them to manage by e-mail rather than through personal interaction. The pace made it easier for participants to fall into their normal management style and behavior. The six-hour simulation ended after a working lunch with an all-hands meeting chaired by the company president. Participants then filled out a Process and Issues Questionnaire (PIQ) documenting what they knew and had decided upon, the issues they addressed, and the perceived influence and effectiveness of their peers in their division and the overall organization. This information was aggregated and compared with norms from the CCL database for later use in the debriefing process.²⁶

Three separate debriefing sessions followed “unpacking” the exercise to allow participants to see the strengths, weaknesses, and impact of their behavior. The first debriefing captured participants’ immediate reaction to the simulation. The second addressed division (team) effectiveness. The third debriefing was a peer feedback process by facilitators and peers that helped each participant set goals for improvement.²⁷ In Debrief 2, participants examined the results of the PIQ. This debrief used their own data, along with the observations of the trainer/facilitator working with their group/division. Participants reviewed what information they selected as important enough to focus on during the day, what other related information they searched out, how they communicated this information and decisions it led them to make. Debrief 2 also prepared participants for feedback they were likely to hear in Debrief 3 by examining how their co-participants rated them in influence and effectiveness. Debrief 3 involved participants giving each other feedback in an open, round-robin fashion.

Advancing Global Leadership

The Origin and Concept

As LDP and LGE grew in popularity, CCL developed a series of other open enrollment programs. By the 1990s, globalization and technology were transforming the practice of leadership; therefore, CCL researchers launched a stream of research on the experiences of expatriates, and what it took to lead globally. While CCL and other leadership development experts had until the late 1990s focused on what “leaders do”—implying that the quality of leadership hinged primarily on the traits, skills, style, and relationships of individuals—the new research focused on connections and practices. Cross-geography leadership required particular attention to relationship management and local practices. A member of the open enrollment department realized that CCL could play a role in helping managers address these challenges. “She convened a group of people and asked what we

had in terms of content and helped drive the process,” Ruderman explained, that eventually led to the launch in February 2008 of the Advancing Global Leadership (AGL) course. The goal was to make managers aware of cultural norms and the impact cultural systems had on both the workplace environment and the functioning of the organization itself. Students learned various leadership tools for dealing with global leadership challenges. The AGL ran in three locations at the same time but was managed as one program. Participants typically already held global roles or were coming into them. Teamed with a cross-continent learning partner—a participant in another geography—students completed assignments relating to global leadership before, during, and after the program.

The Program and Process

Paired with learning partners, participants simulated the running of a cross-border shipping organization, testing new behaviors and approaches on the basis of their self-reflection work. The program revolved around a simulated meeting with regional vice presidents and HR representatives grappling with major events that should cause the organization to rethink “who they are and what they want to be” and learn to operate as a global organization and not a collection of regional ones. The day started in Singapore. Work done by participants there was fed to Brussels, then on to the U.S. and then back to Singapore at the end of the U.S. day. Participants interacted via Skype and e-mail. The simulation consumed half of the three AGL program days.

AGL highlighted the importance of understanding one’s social identity and memberships in certain social groups defined by categories such as gender, race, nationality, socio-economic status, religion, etc. “In a global world people react to you on the basis of your social identity,” Ruderman explained. “We wanted to create a sense of awareness. At CCL, we provide tools for assessment for development—know thyself. And now we say ‘know yourself in terms of your social identity.’” As a result AGL contained an exercise designed to help participants map out their “social identity.” Ruderman and her team were working on new assessment tools designed for global leaders evaluating behaviors around participation, autonomy, and face-saving among many others as well as regional expectations of effective leadership.

Expanding Impact

Since its inception CCL had evolved even as it was shaping the field of leadership development. When CCL started in 1970, a CCL manager explained, there was only one card in the New York public library system under the term “Leadership.” By 2007 there were over 2,000. Googling “leadership development” yielded nearly 1.7 million hits. “We were pioneers,” explained a CCL manager. “Now competitor offerings are pretty much the same as ours. But our instruments are grounded in how managers talk, and they are based on what participants tell us.” Still competition was increasing and CCL was no longer the predominant provider of leadership training, a market CCL estimated at \$4 billion per year. For a typical custom initiative at CCL, which usually covered three days with 24 participants per program, an average fee would be \$90,000. A three-day initiative for 200 participants would require nine programs and total about \$825,000. On the assessment side, 24 participants for the usual 1.5 day feedback workshop ran about \$28,000. Covering 200 participants would require nine workshops and price out at about \$250,000.

“We are in an all out war,” added a colleague. “Today we need more innovative design capabilities and a stronger focus on custom work and organizational leadership development. We believe we’re the best in the world at individual leadership development, but we’ve only been growing at 6% a year,” explained John Ryan, CCL president since the summer of 2007. “That’s largely because we have not yet moved fully into the custom and organizational leadership development arenas.”

Greater demand for leadership development attracted competition from a wide range of players. CCL counted as its competition specialized training providers, such as DDI, an organization focused on assessments, as well as consulting companies moving into the organizational development space and business school offerings (selected competitive programs and providers are described in the Appendix.) “Because of the growth and interest in leadership and low barriers to entry, anyone can set up shop in this arena. It is hard for clients to tell who is legitimate and good,” explained Kelly.

Several major business schools had recently supplemented their core programs with experiential leadership development training and, in some instances such as at Stanford and Sloan, hired specialized resources. Sloan, for example, had replaced its traditional 13-week semester with a new rhythm of 6/1/6, featuring six weeks of course work on either side of an intense week of experiential leadership training.²⁸ “Business school offerings are different because they are less hands-on and high touch than our programs are, but the average participant might not get that difference,” Altman said. “To do what we do in an MBA you need to have people with facilitation skills. That is a very different skill set,” a CCL manager added. “Our approach might not be particularly scalable or transferable.”

Beyond the scalability of the approach, Ryan raised the issue of fundamental interest in business schools. “Why are people going to top business schools? How many really want to be leaders? In contrast when I go to the Naval Academy, one of my alma maters, and ask ‘Who wants to be a leader?’ all hands shoot up.” Altman nevertheless saw various topics of relevance around leadership and business schools:

The first is the leadership implication of being a manager in a “flat world.” Second, MBAs need to learn how to work across boundaries in ways that optimize interdependence and connectivity. Third, they need to deal with complexity. Too often, MBA students come up with 2 by 2 frameworks that will solve a complex problem. MBA students can hone in on issues very quickly but are not always able to understand how to solve complex challenges with appropriate solutions. Fourth, given what we know about why executives derail, namely not adapting to change and not managing interpersonal relationships, it might be possible to begin the process of inoculating MBAs for these skills in business school. And finally, anyone can benefit from greater self awareness. We make the case that “soft skills” are the hard or more difficult skills; the so-called soft skills become differentiators in the success of leaders.

More globally, Ryan was confident about the need for leadership development. “Every day there is something in the paper about needing more leadership. Even being generous, the world deserves a C-minus in leadership,” he mused. Ryan argued that CCL needed to help improve this situation. The organization’s tools had been translated into a number of different languages, with more translations planned. CCL was committed to furthering leadership development in emerging markets and creating affordable programs for countries such as Russia and the Ukraine. Altman explained: “What top management schools do in terms of executive education and leadership development reaches the top, but we’ve collectively failed to address issues faced by people at the middle and bottom of the socioeconomic pyramid. We are now working with many NGOs too, so we’re not just in the classroom or working with a small segment of privileged leaders.” Altman continued:

We do a lot of good for 20,000 participants each year but there are seven billion people on earth and we ask ourselves how to engage in leadership development for the rest of the world. It’s not by working with 25 participants for five days and charging \$8,000. How can you improve the human condition through the lever of leadership development in a way that is high quality, delivered in a way that is culturally relevant and scalable? How do you democratize leadership development? The field ought to be embarrassed that we have not taken research and application to more people of the world.

Exhibit 1 Select CCL Milestones

- 1970—CCL was founded as a nonprofit educational institution focusing on leadership and leadership development.
- 1974—The Leadership Development Program (LDP)—CCL’s flagship leadership course—was introduced.
- 1978—The development of a new behavioral simulation, Looking Glass Inc., was completed.
- 1987—The Center released *Breaking the Glass Ceiling*—a pioneering publication based on CCL’s women-in-leadership research. The Center’s San Diego location opened its doors. Colorado Springs campus established as a location with full-time employees.
- 1988—*The Lessons of Experience*, a publication outlining key development events for executives and the lessons that can be learned from them, became a CCL bestseller.
- 1989—*Benchmarks*, the Center’s pioneering 360-degree assessment tool, was launched commercially.
- 1990—The Center’s European campus at Brussels was established.
- 1992—Move in and building dedication of the Colorado Springs campus.
- 1995—The Center celebrated 25 years and introduced the African-American Leadership Program and Leadership and High-Performance Teams.
- 1997—Colorado Springs campus expansion doubled the size of the campus.
- 1998—The first edition of *The Center for Creative Leadership Handbook of Leadership Development* was published and quickly became a classic in the field.
- 2000—The Center launched Leadership in the Context of Difference, a global initiative to develop a model of leadership effectiveness in organizations comprised of diverse peoples and cultures.
- 2003—The Center opened its Asia office in Singapore.
- 2007—John Ryan became CEO.

Source: Center for Creative Leadership Web site, <http://www.ccl.org>, accessed July 29, 2007.

Exhibit 2 Sample CCL Open-Enrollment and Custom Clients, 2006–2007

Alstom Power	Pfizer, Inc.
American Cancer Society	Prudential Insurance Company
ASSA ABLOY	Rabobank Group
AXA EQUITABLE	The Ryland Group
Bayer Corporation	SC Johnson Company
BBVA	Sonoco Products Company
Catholic Healthcare Partners	South Carolina Department of Education
EADS (European Agency for Defense Systems)	Syngenta
Endesa	Tata Management Training Centre (TMTC)
Fairfax County (VA) Public Schools	Textron
Federal Reserve Bank of Richmond	Unilever
Fortis N.V.	United States Air Force, Army, Navy
General Dynamics	Wells Fargo
GlaxoSmithKline	Women in Cable and Telecommunications
Johns Hopkins University	Xerox
Methanex Corporation	University of California, Berkeley
New York City Dept. of Education—Region One	YMCA of the USA

Source: Center for Creative Leadership Web site, <http://www.ccl.org>, accessed July 29, 2007.

Exhibit 3 Description of Selected Major CCL Publications**Developmental Assignments Package, CCL Press, 2007, multiple authors**

This package includes two practical guides for gaining valuable experience and skills: *Developmental Assignments: Creating Learning Experiences without Changing Jobs* and *Eighty-eight Assignments for Development in Place*.

Standing at the Crossroads: Next Steps for High-Achieving Women, Jossey-Bass, 2002, Marian N. Ruderman and Patricia J. Ohlott

Based on extensive research, the book looks at the fundamental pressures that influence the career and personal decisions high-achieving women make, and identifies strategies for adapting to the many demands that both challenge and enhance their lives.

Visual Explorer: Picturing Approaches to Complex Challenges, CCL Press, 2001, Charles J. Palus and David M. Horth

Visual Explorer facilitates dialogue and helps groups reach a shared understanding about specific challenges. It includes 224 color images that invite examination and explication, and thereby acts as a resource for groups seeking to explore complex topics.

The Handbook of Leadership Development Evaluation, Jossey-Bass & CCL, 2007, Kelly M. Hannum, Jennifer W. Martineau, and Claire Reinelt (Editors)

The Handbook provides examples, tools, and the most innovative models and approaches designed to evaluate leadership development in a variety of settings. It will help readers answer the most common questions about leadership development efforts.

The Center for Creative Leadership Handbook of Leadership Development (Second Edition), Jossey-Bass, 2004, Cynthia D. McCauley and Ellen Van Velsor, (Editors)

This handbook summarizes and integrates what CCL has come to understand about leadership development. Its goal is to provide readers with both a conceptual understanding of the elements of leader development and practical ideas about how people can enhance their leadership capacity and how organizations can contribute to that process.

Retiring the Generation Gap: How Employees Young and Old Can Find Common Ground, Jossey-Bass, 2007, Jennifer Deal

Today's workplace includes people from five generations, creating issues about how to lead and work effectively. Based on findings from the Center's "emerging leaders" research project, this book dispels some of the prevalent notions of generational difference and describes ten principles for finding common ground.

The CCL Handbook of Coaching: A Guide for the Leader Coach, Jossey-Bass, 2006, Sharon Ting and Peter Scisco (Editors)

The CCL Handbook of Coaching is based on a philosophy of leadership development that the Center for Creative Leadership has honed over more than 30 years and presents a coaching framework to help leaders who are called to coach as a means of building sustainability and boosting performance.

Source: Center for Creative Leadership, "Top Sellers," Center for Creative Leadership Web site, <http://www.ccl.org/leadership/pdf/publications/PubsCatalog.pdf>, accessed February 8, 2008.

Exhibit 4 Open-Enrollment Courses at Global Campuses

United States	Europe	Asia
Leadership Development Program (LDP) [®]	Leadership Development Program (LDP) [®]	Leadership Development Program (LDP) [®]
Leadership at the Peak	Leadership at the Peak	Advancing Global Leadership
Advancing Global Leadership	Advancing Global Leadership	
Coaching for Development	Coaching for Development	
Foundations of Leadership	Foundations of Leadership	
Developing Leadership Talent: Strategies and Tools	Developing Leadership Talent: Strategies and Tools	
The Looking Glass Experience		
The African-American Leadership Program		
The Women's Leadership Program		
Navigating Complex Challenges		
Developing the Strategic Leader		
Leadership and High-Performance Teams		
Leadership Development for HR Professionals		
Coaching for Human Resource Professionals		
Assessment Certification Workshop		

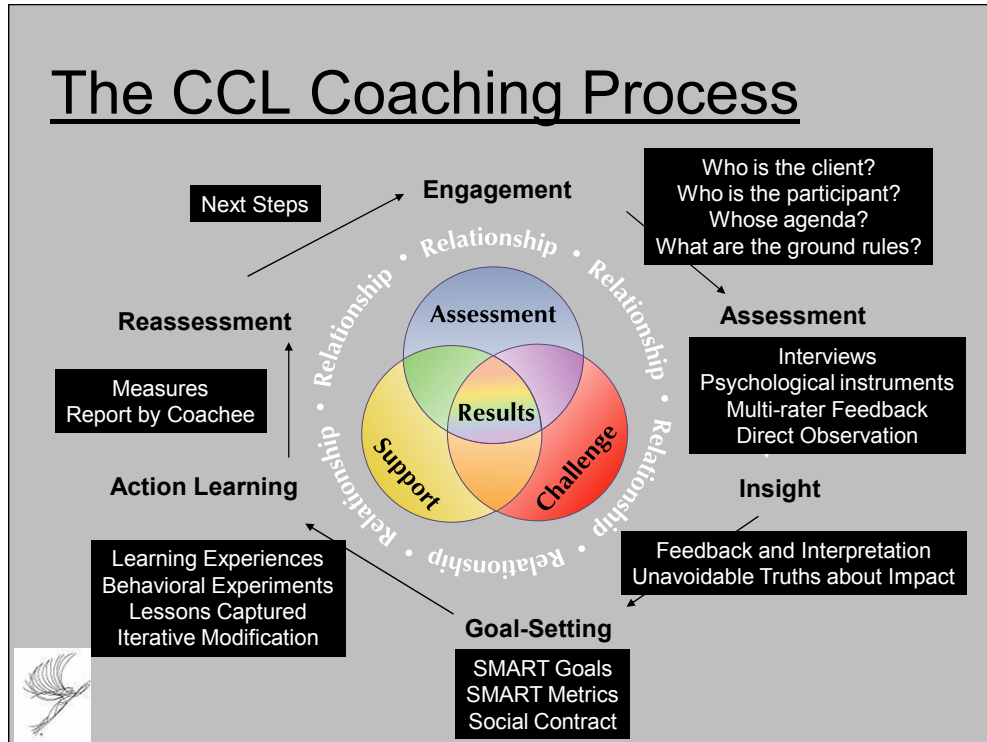
Source: Center for Creative Leadership Web site, <http://www.ccl.org>, accessed October 19, 2007.

Exhibit 5 CCL Coach Criteria

- Business/organization knowledge
- Values: sensitivity to trust, ethics, and freedom from gender and culture bias
- Executive presence
- Strong interpersonal skills: listening, confronting, challenging, straightforwardness, rapport, trust, warmth, compassion, humor
- Assessment skills and instrument knowledge applicable to the client’s situation
- Personal maturity and stability
- Flexibility and ability to work effectively with a broad range of executives
- Ability to plan, conceptualize, implement and manage a coaching relationship over time
- Demonstrated knowledge of learning theories and the dynamics of change
- Credibility and authenticity

Source: Center for Creative Leadership Web site, <http://www.ccl.org/leadership/coaching/selectionCriteria.aspx>, accessed October 18, 2007.

Exhibit 6 Overview of CCL Coaching Model



Source: CCL documents.

Exhibit 7 Representative Assessment Questions and Feedback to Participants (excerpts)

Importance For Success And Average Scores						
		Importance For Success			Average Scores	
Scale		All Obsvrs	Boss	Self	All Obsvrs	Self
Meeting Job Challenges	1. Resourcefulness	8	✓	✓	4.04	3.60
	2. Doing Whatever It Takes	4		✓	3.87	3.78
	3. Being A Quick Study	4	✓		3.65	2.75
	4. Decisiveness	6	✓	✓	3.96	4.00
Leading People	5. Leading Employees	8	✓	✓	3.93	3.29
	6. Confronting Problem Employees	3	✓		3.63	3.67
	7. Participative Management	5		✓	4.07	4.00
	8. Change Management	6	✓		3.94	3.78
Respecting Self and Others	9. Building And Mending Relationships	7		✓	3.98	3.73
	10. Compassion And Sensitivity	3			4.11	3.29
	11. Straightforwardness And Composure	6		✓	3.95	4.00
	12. Balance Between Personal Life And Work	5	✓		4.46	4.25
	13. Self-Awareness	3		✓	4.03	3.50
	14. Putting People At Ease	5			4.60	4.00
	15. Differences Matter	2	✓		4.61	4.17
	16. Career Management	3			3.82	2.89

Higher Ratings Preferred

The center columns of the table summarize “Most Important for Success” information: how many All Observers (excluding Self) considered the scale to be one of the eight “Most Important for Success” in your organization, which scales were selected (✓) by your immediate Boss, and which ones were selected (✓) by you (Self).

The columns on the right show the average scores for all the questions (items) in the 16 scales. Your All Observer score includes everyone who completed a survey for you except yourself. The detailed item scores for each scale are shown on pages 8 through 32.

Exhibit 7 (continued)

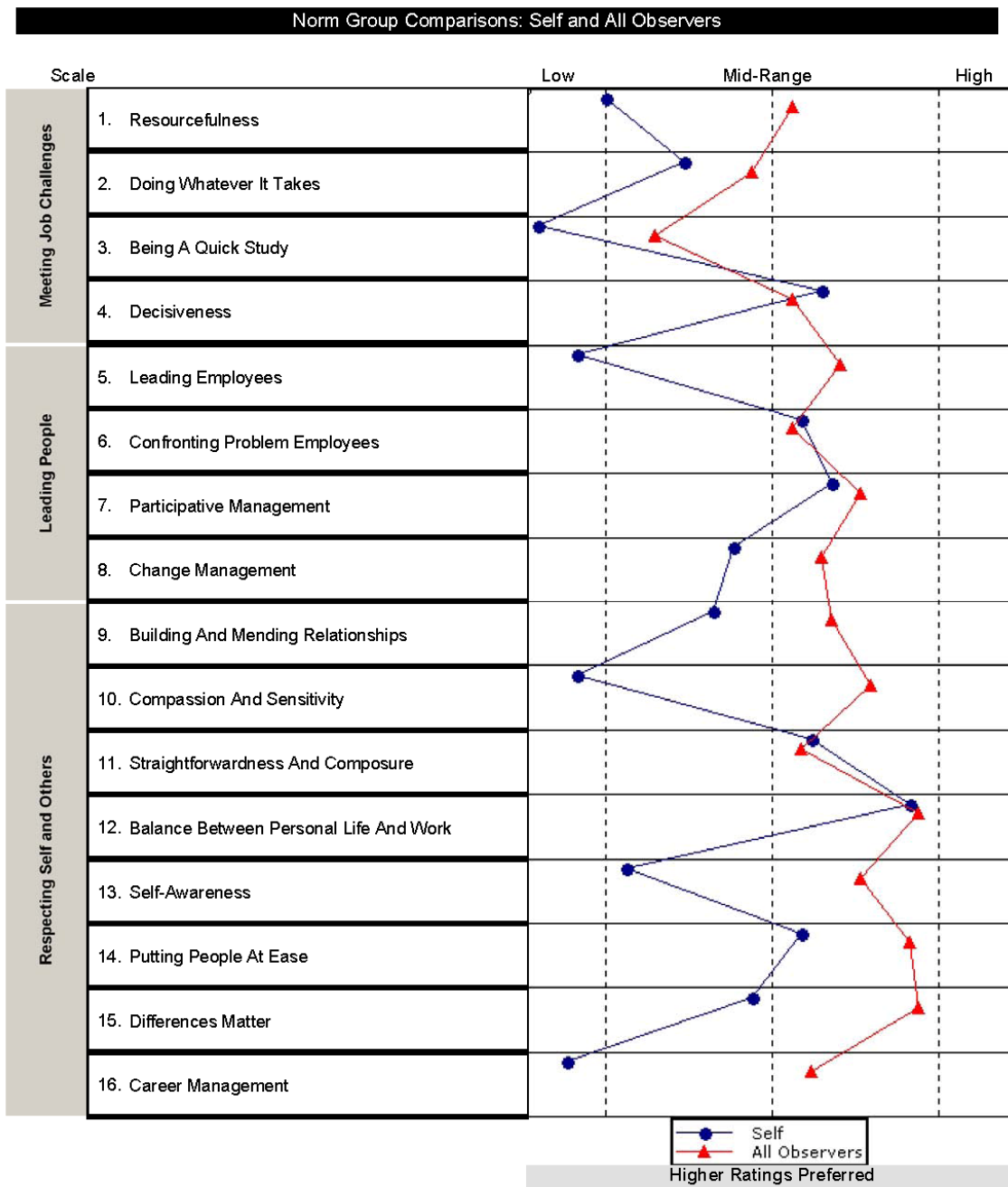


Exhibit 7 (continued)

Largest Differences between Self and Observer Scores

	All Observers	Self
113. Uses networking to manage own career.	3.67	1.00
30. Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make those decisions.	4.11	2.00
109. Effectively builds and maintains feedback channels.	4.00	2.00
37. Develops employees by providing challenge and opportunity.	3.88	2.00
29. Provides prompt feedback, both positive and negative.	3.78	2.00
21. Quickly masters new vocabulary and operating rules needed to understand how the business works.	3.70	2.00
99. Has a good sense of humor.	4.70	3.00
23. Learns a new skill quickly.	3.63	2.00
8. Has solid working relationships with higher management.	3.56	2.00
38. Sets a challenging climate to encourage individual growth.	3.50	2.00
91. Does not let job demands cause family problems.	4.38	3.00
34. In implementing a change, explains, answers questions, and patiently listens to concerns.	4.33	3.00
81. Is calm and patient when other people have to miss work due to sick days.	4.25	3.00
82. Allows new people in a job sufficient time to learn.	4.25	3.00
108. Understands the value of a good mentoring relationship.	4.25	3.00

1. Problems with Interpersonal Relationships

Difficulties in developing good working relationships with others

	Self	All Obsvrs	Boss	Sup	Peer	DRpt	Other
Your Score	1.90	1.41	1.20	1.00	1.87	1.13	1.00
Lower Ratings Preferred							
	Self	Boss	Sup	Peer	DRpt	Other	
116. Is arrogant (e.g., devalues the contribution of others).	2.00	1.00	1.00	1.25	1.00	1.00	
117. Tends to resist input from other departments.	3.00	1.00	1.00	2.25	1.67	1.00	
118. Is dictatorial in his/her approach.	2.00	1.00	1.00	1.75	1.00	1.00	
119. Makes direct reports or peers feel stupid or unintelligent.	2.00	1.00	1.00	2.00	1.00	1.00	
120. Has left a trail of bruised people.	2.00	1.00	1.00	1.75	1.00	1.00	
121. Is emotionally volatile and unpredictable.	2.00	1.00	1.00	2.00	1.00	1.00	
122. Is reluctant to share decision making with others.	1.00	2.00	1.00	2.00	1.33	1.00	
123. Adopts a bullying style under stress.	2.00	2.00	1.00	1.50	1.00	1.00	
124. Even when asking for input, has already made up his/her mind.	2.00	1.00	1.00	2.33	1.33	1.00	
125. Orders people around rather than working to get them on board.	1.00	1.00	1.00	2.00	1.00	1.00	
Lower Ratings Preferred							

Source: Prepared for Pat S. Notreal, "Feedback Report," Center for Creative Leadership, September 18, 2003. Center for Creative Leadership®, CCL®, its logo, and Benchmarks® are registered trademarks, owned by the Center for Creative Leadership.

Exhibit 8 Daily Overview of the Leadership Development Program*Pre-Course Work*

Because self-awareness is a key aspect of our program, participants will be asked to fill out several assessment surveys prior to attending. In addition, certain surveys require that evaluations be completed by the participant's direct reports, peers, and superiors. The surveys will be sent to you at least seven weeks prior to your program date and you will be given a deadline for completion.

Phase I: Assessments

- Distribution and completion of pre-course assessment materials

*Phase II: Face-to-Face Group Session***Day 1: Self-Awareness: Learning your behavioral strengths and areas for development**

- Forge connections with fellow participants and discuss definitions of leadership
- Understand how your personality and behavioral patterns influence your leadership style
- Learn a behavior-based model for developmental feedback
- View and discuss a videotaped group activity (to see assessments "in action")

Day 2: Impact: Learning the unintended consequences of your behaviors

- Understand results on one 360-degree assessment of leadership skills and perspectives and factors of derailment; and a second 360-degree assessment on contemporary leadership challenges
- Engage in group activities that center on stress and on how to best leverage differences
- Prepare for a coaching activity and set an intention and behavioral goal

Day 3: Intention: Learning how you best practice purposeful leadership behaviors

- Understand results on change style assessment
- Practice leading change in group activity and discuss a model that describes the change process in organizations
- Understand a framework for coaching; engage in videotaped coaching role play and discuss what you see
- Prepare for integration

Day 4: Integration: Learning how you can best analyze and synthesize feedback

- Peer feedback
- One-to-one session with a certified CCL feedback coach

Day 5: Development Planning: Putting the lessons into practice for your situation

- Review where you are right now
- Chart a course for where you want to be by setting out your mission and goals - and put the goals in the context of the bigger picture that is your life
- Understand how to check your progress and renew your commitment to make changes
- Take action to continue your development into the future - and consider carefully what kind of support you'll need along the way to be successful

Phase III: Building For The Future

- Keep your goals in sight by taking part in a 10-week web-based follow-up goal management system that allows you to build on what you have learned at CCL and discuss your progress with a CCL feedback coach and/or other LDP participants
- Complete a follow-up assessment three months after your program to measure behavioral changes since attending LDP

Source: CCL documents.

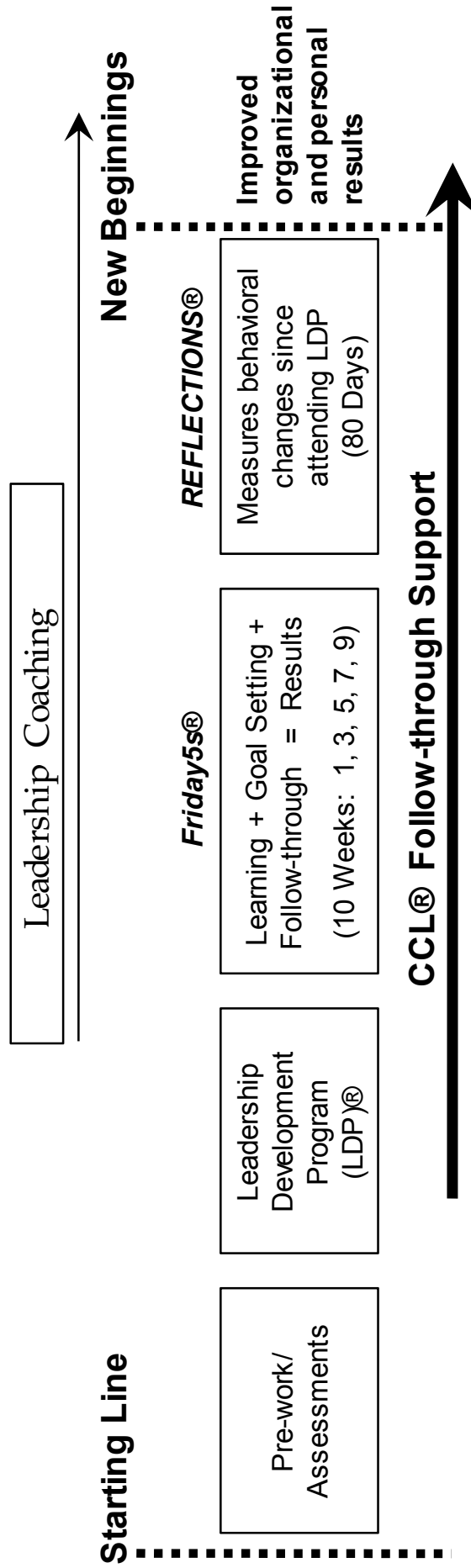
Exhibit 9 Leadership Development Program Schedule

Day One Self-Awareness	Day Two Impact	Day Three Intention	Day Four Integration	Day Five Development Planning
Phase II Opening Leadership Development Conversation CPI 260™ SBI Introduction	Benchmarks® Experiential Activity Debrief	Change Style Indicator® Experiential Activity Debrief with Coaches	Peer Feedback • SBI • Other Feedback Staff Feedback • Friday5s® • Developmental Planning • L.D. Interview	Development Planning Button-Button Celebration
Lunch	Lunch	Lunch	Lunch	Leadership Journey Continues
Experiential Activity (Video) FIRO-B® Instrument Video Debrief	360 BY DESIGN® Experiential Activity Debrief Wednesday Preparation: Coaching Goal Writing	Coaching Introduction Coaching Role-play and Debriefs (Video) Preparation for Thursday (Integration)	Staff Feedback • Friday5s® • Developmental Planning • L.D. Interview Peer Feedback • SBI • Other Feedback	
Social	Free Evening	Free Evening	Banquet	

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Exhibit 10 Leadership Development Program Phases

The Phases of the Leadership Development Program



Source: Leadership Development Program. (LDP)®, CCL®, and REFLECTIONS® are registered trademarks owned by the Center for Creative Leadership.

Appendix

Selected CCL Competitor Programs and Specialized Leadership Development Providers

Leadership Development Programs

INSEAD—The Leadership Transition Program aimed to develop the individual leadership styles of its participants. The program offered customizable leadership learning models that addressed the specific needs of the individual in relation to his or her role in an organization. By providing participants with sharp insights into their leadership style and measuring its impact, the program sought to deliver results that influenced effective behavior practices such as decision making, team functioning, and the increase of successful senior level initiatives.

The program consisted of intensive classes for five consecutive days, and a mandatory two-day follow-up three months after the program was completed to measure growth. The classes used case discussions, exercises, role-play, movies and group projects to enhance personal feedback and build upon existing skill sets. Before leaving the program, participants were expected to design an “action plan” they could apply outside the classroom addressing the top priorities identified as opportunities for improvement. The program was designed for professionals in upper-middle to senior-level positions who would be taking on or had recently accepted new leadership positions.

IMD—High Performance Leadership IMD’s six-day program was designed for leaders facing new challenges as their position became more leadership centered on an individual, team or company-wide level. IMD sought previous leadership training experience and a high level of self-awareness in its participants, as the program thoroughly explored leadership skills and personal vision. The program exposed personal leadership patterns and helped participants learn to leverage their strengths. Participants were asked to examine themselves to learn how they led, and in doing so developed a leadership formula resulting in increased efficiency and consistency.

London Business School—Proteus Program The Proteus leadership program at the London Business School was designed around six themes: Human Design; Global Development; Scientific Discovery; The Creative Spirit; Transformational Leadership; and Biography and Destiny. These six themes extended beyond the boundaries of business education, asking participants to examine their life experience in relation to their future business development. Human Design, for example, explored the evolutionary and psychological traits that helped form and determine the modern human being. Participants were introduced to the fundamentals of evolutionary psychology and spent time discussing the human animal with biological scientists, while Global Development addressed the globalized society and the trends it spurred. The economic, political, demographic and environmental changes associated with globalization were discussed in the classroom. The creative spirit explored personal creativity, leadership and group dynamics through the use of visual and theatrical arts. Proteus participants were top professionals in their mid- to late career stages. The program recruited from all professions, not limiting itself to the business world.

Darden School of Business (UVA)—Creating the Future: The Challenge of Transformational Leadership Darden’s leadership program provided a platform in which business leaders could reflect upon the future of their enterprises while being exposed to new leadership strategies for the globalized world. Through coaching, participants identified their vision and formulated a plan for its execution. Coaches helped participants develop and understand the

necessary leadership skills for the fulfillment of their vision, which would be brought about through teamwork and commitment.

The program was designed for senior executives and/or executive teams who understood the need for leadership that fostered positive change; executives who focused their attention on building effective organizations and valuable management teams.

Specialized Leadership Development Providers

DDI Launched in 1970, DDI provided organizations with the necessary tools and solutions to better understand and navigate its hiring and promotion processes. DDI designed customizable selection systems organizations could use to identify potential leaders and accelerate and improve the hiring process. DDI's global presence in 26 countries provided clients with a global perspective that served multinational needs.

Personnel Decisions International (PDI) Personnel Decisions International (PDI), a talent strategy consultant firm for large organizations, focused its customizable efforts on employee assessment and leadership development. By partnering with PDI, organizations would receive in-depth analysis for talent solutions. PDI offered assessments for talent selection, development, and succession while providing organizations with training for executive coaching, performance management and succession management.

Wilson Learning Established in 1965 in a one-room office over the founder's garage, Wilson Learning pioneered an innovative approach to sales: through consultation and meeting customer needs, sales results would improve. Since then, Wilson Learning has evolved into a worldwide company specializing in human performance in over 40 countries with over 25 languages spoken. Wilson Learning focused on "Inside-Out Learning," an approach that required companies to turn inward, generate insight and knowledge about their own habits and experiences, and then take those ideas and apply them in new and innovative ways. Wilson Learning aimed to establish clarity of purpose in leaders, and in doing so taught them the four key roles deemed to be the main ingredients of all great leaders: Visionary, Tactician, Facilitator and Contributor.

Source: INSEAD, "Leadership Transition Program," INSEAD Web site, <http://executive.education.insead.edu/leadership%5Ftransition/index.cfm>, accessed November 13, 2007; IMD, "High Performance Leadership," IMD Web site, <http://www.imd.ch/programs/oep/leadership/hpl/index.cfm?bhcp=1>, accessed November 13, 2007; London Business School, "Proteus Program," London Business School Web site, http://www.london.edu/executiveeducation/proteus_3160.html, accessed November 13, 2007; University of Virginia, "Creating the Future," University of Virginia Web site, <http://www.darden.virginia.edu/exed/programs/default.aspx?stage=sem&id=17#program>, accessed November 13, 2007; Duke University, "Climate Change Leadership Program," Duke University Web site, <http://www.ee.fuqua.duke.edu/programs/open/clp/1207/>, accessed November 13, 2007. PDI, "About PDI," PDI Web site, <http://www.personneldecisions.com/>, accessed November 28, 2007; Wilson Learning, "About Wilson Learning," Wilson Learning Web site, <http://www.wilsonlearning.com/>, accessed November 28, 2007.

Endnotes

¹ “Center for Creative Leadership Names New President; John R. Ryan, Chancellor of State University of New York, to assume helm at global leadership development and research institution,” *PR Newswire*, March 7, 2007, via Factiva, accessed July 22, 2007.

² For more details please see Center for Creative Leadership Web site, <http://www.ccl.org/leadership>, accessed June 29, 2007.

³ Center for Creative Leadership Web site, <http://www.ccl.org/leadership/about/glance.aspx>, accessed July 8, 2007.

⁴ For more details please see Center for Creative Leadership Web site, <http://www.ccl.org/leadership/index.aspx>, accessed July 18, 2007.

⁵ Cynthia D. McCauley et al., “Our View of Leadership Development,” in *Handbook of Leadership Development*, eds. Ellen Van Velsor et al. (San Francisco: John Wiley & Sons Inc., 2004).

⁶ Ibid.

⁷ Linda Anderson, “Essential step for making the most of a course—PREPARATION,” *Financial Times*, May 14, 2007, via Factiva, accessed July 20, 2007.

⁸ McCauley et al., “Our View of Leadership Development,” in *Handbook of Leadership Development*.

⁹ Ibid.

¹⁰ Center for Creative Leadership Web site, <http://www.ccl.org/leadership>, accessed June 29, 2007.

¹¹ “Center for Creative Leadership ranks seventh in executive education,” *Financial Times*, May 18, 2007, via Factiva, accessed July 20, 2007.

¹² Center for Creative Leadership Web site, <http://www.ccl.org/leadership/capabilities/networkAssociates.aspx?pageId=102>, accessed July 8, 2007.

¹³ “Center for Creative Leadership Names New President; John R. Ryan, Chancellor of State University of New York, to assume helm at global leadership development and research institution,” *PR Newswire*, March 7, 2007, via Factiva, July 22, 2007.

¹⁴ Center for Creative Leadership Web site, <http://www.ccl.org/leadership/about/glance.aspx>, accessed July 8, 2007.

¹⁵ CCL Annual Report 2006–2007, at Center for Creative Leadership Web site, <http://www.ccl.org/leadership/pdf/aboutCCL/CCL2007AnnualReport.pdf>, accessed January 23, 2008.

¹⁶ Center for Creative Learning Web site, <http://www.ccl.org/leadership/about/glance.aspx>, accessed July 8, 2007.

¹⁷ CCL Annual Report 2006–2007.

¹⁸ Anderson, “Essential step for making the most of a course—PREPARATION,” *Financial Times*.

¹⁹ Center for Creative Learning Web site, <http://www.ccl.org/leadership>, accessed June 29, 2007.

²⁰ Sarah Glover and Meena Wilson, *Unconventional Wisdom: A Brief History of CCL’s Pioneering Research and Innovation* (Center for Creative Leadership, 2006), <http://www.ccl.org/leadership/pdf/research/UnconventionalWisdom.pdf>, accessed February 27, 2008, p. 7.

²¹ McCauley et al., “360-degree Feedback” in *Handbook of Leadership Development*.

²² Ibid.

²³ Ibid.

²⁴ Most psychometric assessment data tended to be collected on individuals being treated for psychological problems. Glover and Wilson, p. 9.

²⁵ For more details please see <http://www.thefreelibrary.com/Through+the+looking+glass:+a+new+way+to+learn+program+management-a0140409615>, accessed December 31, 2007.

²⁶ Ibid.

²⁷ Ibid.

²⁸ MIT Web site, <http://mitsloan.mit.edu/mba/academics/sip.php>, accessed November 12, 2007.