Leaders Growing Leaders:

Preparing the Next Generation

of Public Service Executives

Ray Blunt
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Washington, D.C.

The PricewaterhouseCoopers Endowment for
The Business of Government

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This report is dedicated to Leo Wurschmidt

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Foreword

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On behalf of The PricewaterhouseCoopers Endowment for The Business of Government, we are pleased to present this report by Ray Blunt entitled, "Leaders Growing Leaders: Preparing the Next Generation of Public Service Executives." This is the first in our new "Revitalizing the Public Service" series.

The *Washington Post* recently published a weeklong series that discussed the forthcoming wave of retirements in government. The Post reported that within five years, about 30 percent of the government's 1.6 million full-time employees will be eligible to retire. In addition, it has recently been reported that over 70 percent of the Senior Executive Service will be eligible for retirement by 2005.

The anticipated retirements make the issue of our next generation of government executives even more crucial. In this timely report, Ray Blunt describes what current senior executives can do now to "grow" their successors. Blunt describes four roles that current executives can play in developing future leaders: as exemplars, mentors, coaches, and teachers.

In this report, Blunt also profiles three outstanding senior executives who have been instrumental in producing new leaders in their own organizations. There is much to learn from these leaders, as well as from Blunt's excellent prescription for what current leaders can do today to groom future leaders. We trust that this report will be helpful to the current generation of government leaders seeking ways to grow and develop their successors.

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Executive Summary

"Above all, leadership is a position of servanthood. Leadership is also a posture of debt; a forfeiture of rights."[1]

How to grow the next generation of public service leaders may be the single most critical responsibility of senior public service leaders today. It is also among the most uneven efforts carried out by federal agencies and perhaps least understood of all leadership capabilities. This study seeks to help close that gap.

It draws upon the extensive research on how leaders grow as leaders, how the best organizations grow their future leaders, and then focuses particularly on the crucial role that senior leaders play in preparing the next generation for the leadership challenges that lie ahead in an era of great change.

As Peter Drucker cogently put it, leaders have followers. They have followers because they earn the mantle, if not the title, through the consistent demonstration of both leadership capability and character. Who leaders are and what they do, day after day, determines for those who observe them whether they indeed "walk the talk" and are willing to serve others as well.

In profiling three leaders who have been instrumental in producing significant change in their organizations over the years and in growing leaders, four

common qualities of character and capability are identified in the report that appear central:

- An abiding focus on the core purpose of public service

- A deep (and demonstrated) belief in the worth and capabilities of people

- Courage — a willingness to take personal and organizational risks

- Personal caring about people

A concise summary of how each of these leaders has grown others is included in this report. A detailed profile of their leadership character and the capabilities that allow them to grow others is contained in Appendix B.

What is known about how leaders grow — through the lessons of experience and documented in the research on the "best practices" of organizations — can be summarized as follows:

Public service leaders can best be grown through:

- The *examples* of character and capability in senior leaders' lives;

- Deep and lasting relationships with exemplary senior leaders acting as *mentors*;

- A systematic and strategic combination of challenging and varied job experiences and *coaching* to learn leadership within these on-the-job experiences; and

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[1] *Max De Pree. "Attributes of Leadership," in* Leadership in a New Era: Visionary Approaches to the Biggest Crisis in our Time, *(San Francisco, Sterling and Stone, 1994), p. 264.*

- Well-crafted and systematic development programs that are grounded in practical reality, where leadership is learned through action and through deeply involved senior leaders as *teachers*.

The "how to's" of becoming more self aware of your own example of leadership, and being an effective mentor, coach, and teacher are discussed with practical applications. Also, there is inclusion of how to implement an effective leadership development program based on how leaders learn — through experience and action and active involvement of senior leaders.

For those desiring to explore this topic further, an Annotated Bibliography is contained in Appendix C.

While the thrust of this report is on the practical — how senior leaders can grow the next generation of leaders — the implications for the public service are profound. Today's senior leaders have an opportunity to leave a legacy, to help to instill public service values and essential leadership capabilities in others who will in turn grow the next generation of public service leaders.

Introduction*

"When organizations in every sector of society begin asking the same question at the same time, something is up. The question — raised with increasing frequency by leading public, private and nonprofit organizations — is, How do we develop the leaders our organizations require for an uncertain future?"[2]

<div align="right">

Frances Hesselbein

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The transformation of the business of government is in progress. It is both a response to the extreme urgency of the changing times in public service and a groundswell in the world of work in general. To navigate these times, and to respond to the forces of transformation, and, above all, to attract and retain the next generation of public servants will require, paradoxically perhaps, today's senior leaders to look far more intentionally to serve the future careers of others.

The legacy of today's senior public service leaders can be to leave behind the people, the culture, the systems, and above all the leadership at all levels — servant leadership — rooted in character and capability, that will ensure that public service truly

serves the American people in the next generation. It is the task, likely the predominant task, of senior career leaders, primarily members of the Senior Executive Service (SES), to take the lion's share of the responsibility for building this legacy of future leaders from the ranks of the people with whom they work. There may be no more urgent or important task, but it is one that has gone largely begging for a solution.

This brief examination of the critical issue of the future of public service leadership focuses on how this task can best be accomplished. It points clearly to the following conclusion:

Public service leaders can best be grown through:

- The *examples* of character and capability set by senior leaders' lives;

- Deep and lasting relationships with exemplary senior leaders acting as *mentors*;

- A systematic and strategic combination of challenging and varied job experiences and *coaching* to learn leadership within these on-the-job experiences; and

- Well-crafted and systematic training and development programs that are grounded in practical reality, where leadership is learned through action and through deeply involved senior leaders as their *teachers*.

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[2] *Frances Hesselbein, "The One Big Question,"* Leader to Leader*, Fall 1998, pp. 7-9.*

Understanding the Challenge

"Unlike the possibility of plague or nuclear holocaust, the leadership crisis will probably not become the basis for a best-seller or a blockbuster movie, but in many ways it is the most urgent and dangerous of the threats we face today, if only because it is insufficiently recognized and little understood."[3]

<div align="right">Warren Bennis</div>

Leadership and the development of effective leaders is neither easy nor is it well understood. Growing or developing excellent leaders is not the same thing as producing excellent managers, and it does not occur in the same way. We look to each — managers and leaders — to produce certain outcomes that are essential to their times and to their circumstances.

Good managers produce outcomes that exemplify the very best bureaucracies — predictability, order, efficiency, and consistency. Change comes through gradual improvements. Managers accomplish such consistency through expertise in the functions of planning, budgeting, organizing, staffing, controlling, and problem solving.

Effective leaders produce an outcome of change, often dramatic and highly useful. They take people and organizations through significant change by exercising three important capabilities:

- setting a clear sense of direction with a compelling vision and crafting strategies to reach the vision,

- aligning people around that vision through clear and extensive communication, widespread involvement, and personal example, and

- motivating and inspiring others through satisfying important human needs that builds the energy to overcome barriers they will face.[4]

In a November 1999 study, Mark Huddleston interviewed 21 Distinguished Executive Rank Award winners from the 1997 senior executive class of recipients. He concluded that the current system

for developing the next generation of leaders was "largely serendipitous." He cites both complacency and the lack of a coherent approach to developing true leaders (rather than functional experts) as at the heart of the problem.[5]

Also last year, the Ford Foundation, IBM, and the University of Colorado sponsored a national survey of over 600 thought leaders, practitioners, and leadership educators to address the question of future leadership in the public service. The findings were consistent with what other researchers have found in private sector studies — that there is a gap of leadership talent in the public service and that it will almost certainly grow in the next 20 years.

Further, both superior capability and sound character will be essential leadership abilities for public service leaders of the future, but that the latter — the development of character in leaders — is even more important than the former.[6] Their recommendations on how to grow these needed leaders are consistent with the central message of this report.

How Leadership Is Fostered: The Role of Leaders in Shaping Culture

John Kotter's studies of leadership reveal one penetrating finding that can be applied directly to public service. Those organizations that have an earned reputation for attracting and keeping the best talent and for developing a coterie of strong leaders all share something in common — they have a strong culture where *there are consistent shared norms and values concerning the importance of leadership.*

What Kotter concludes is essentially what Edgar Schein concluded nearly a decade before in his classic work *Organizational Culture and Leadership:* The capacity to shape cultural conditions that lead to learning and to the development of leaders that can produce change is the central task of the leader. Kotter's conclusion: "institutionalizing a leadership-centered culture is the ultimate task of leadership."[7]

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[3] *Warren Bennis,* Managing People is Like Herding Cats *(Provo: Executive Excellence Publishing, 1997), p. 21.*

[4] *John Kotter,* A Force for Change: How Leadership Differs from Management *(New York: The Free Press, 1990), p. 139.*

[5] *Mark W. Huddleston,* Profiles in Excellence: Conversations with the Best of America's Career Executive Service *(Washington, D.C.: The PricewaterhouseCoopers Endowment for The Business of Government, November 1999), pp. 14-16.*

[6] *The National Survey on Public Leadership: Abridged Results (Boulder: The Leadership Development and Education Institute, 1999).*

[7] *Kotter, p. 138.*

Character and Capability in Leaders Who Grow Leaders

Mark Huddleston set forth four qualities that senior executives themselves identify as important for leadership success: to have a clear strategic vision, the ability to animate others, an ethic of hard work, and personal integrity.[8]

However, in drilling deeper, the consistent qualities that emerge in the leaders who are not only successful but also grow other leaders would specifically include (in addition to personal integrity):

- An abiding focus on the core purpose of public service

- A deep (and demonstrated) belief in the worth and capabilities of people

- Courage — a willingness to take personal and organizational risks

- Personal caring about people

How Leaders Are Grown: The Lessons of Example and Experience

If growing public service leaders is imperative for tomorrow's changing world, if there is a surfeit of managers and a dearth of public service leaders, if systematic approaches to developing future leaders are rare, and if the task of a leader is to help shape the culture within which leaders develop, what is the best course to take?

By now, it is better understood that, for the most part, leaders are not born — they are made; they are grown. The capabilities that are needed by leaders — the behaviors, skills, mindsets, and attitudes — can be learned; the character qualities of leaders can be shaped within an organization's culture. This puts to rest the most common myth that leaders are born. Both the excellent capabilities and the proven character needed in public service leaders can be "grown" within the organization itself.

These conclusions emerge from probably the best longitudinal body of research on growing leadership available today: the years of study and gathering of data on leaders by the Center for Creative Leadership (CCL) in Greensboro, North Carolina. In studies of leaders in the private sector, the nonprofit world, and the public sector, the findings are highly consistent. Successful leaders grow through particular sets of experiences.[9] CCL's findings place leader learning into four broad categories:

- Challenging job assignments — 42%

- Learning from others' examples — 22%

- Hardships and setbacks — 20%

- Other events — 16% (including training and education)

Challenging job assignments are those that stretch the individual. CCL has identified the types of job experiences that produce leadership learning:

- a change in the scope of a job;

- a job that requires a "fix it" opportunity;

- a job that needs to be started from scratch;

- line to staff or staff to line switches (including headquarters to field); and

- projects and task forces that require new skills or learning but where the individual remains on the job.

All of these job-based experiences challenge, stretch, and grow the individual — and produce leader learning. For the leader who wishes to grow leaders, such an understanding is critical. This is, however, a notion that runs counter to the way that government managers typically develop — within their functional, organizational, and geographic "stovepipes," and through training programs attended by individuals — "largely serendipitously."

Leaders Beget Leaders and Leave a Legacy

We see clearly that the task of growing leaders may be as important a task as can be found today

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[8] *Huddleston, p. 9.*

[9] *For a more detailed discussion of these findings see Morgan W. McCall, Jr., Michael M. Lombardo, and Ann M. Morrison, The Lessons of Experience: How Successful Executives Develop on the Job (New York: Simon and Schuster, 1988).*

in public service and as important a "result." That there are more leaders needed, particularly leaders with new capabilities and solid character, is perhaps intuitively obvious. That leaders develop within a leader-centered culture — one best shaped by leaders themselves — and that leaders develop over time primarily through challenging and diverse experiences is also clear. But, more importantly, what also emerges is that the central role in this drama is not played by leadership training programs alone, though they are important; nor by replicating "best practices," though they are certainly instructive.

> *The critical players in growing future public service leaders are the senior leaders.*

Noel Tichy, University of Michigan professor, former head of executive development for General Electric (GE), and long-time consultant to GE and numerous other top organizations, benchmarked many of the best organizations in the world in growing excellent leaders. These included Hewlett-Packard, the U.S. Special Operations Command, Tenneco, AlliedSignal, ServiceMaster, Shell Oil, and the exemplary nonprofit Focus: HOPE, among others. What he found in the very best organizations was highly consistent:

> Winning companies win because they have good leaders that nurture the development of other leaders at all levels of the organization. *The key ability of winning organizations and winning leaders is creating leaders.*[10] (emphasis added)

He saw certain fundamentals demonstrated over and over again despite wide disparity in the types of organizations (including public sector), the leaders, and the cultures. The leaders with a proven track record of successfully growing leaders:

- Assume personal responsibility for developing other leaders.

- Have a "teachable point of view" that they can articulate and show others how to make the organization work effectively, how to grow others, what behaviors are needed, and what values are essential.

- Embody their teachable point of view in "stories" about the past and stories about a visionary future.

- Generate positive energy and encourage other leaders while making tough decisions.

- Devote considerable time to developing other leaders and have approaches that normally involve vulnerability, openness, and a willingness to admit mistakes, thus serving as effective role models.

We now turn to an examination of how these principles can be employed by senior leaders to help grow the next generation of public service leaders — leaders with capability and character who will serve the American people. Then we will take a look at how these principles have been embodied in the lives of three outstanding public service leaders in their roles as exemplar, mentor, coach, and teacher.

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[10] *Noel Tichy,* The Leadership Engine: How Winning Companies Build Leaders at Every Level *(New York: Harper Collins, 1997), p. 3.*

Lessons in How to Grow Public Service Leaders

"The ultimate test for a leader is not whether he or she makes smart decisions and takes decisive action, but whether he or she teaches others to be leaders and builds an organization that can sustain its success even when he or she is not around."[11]

Noel Tichy

We are accustomed now to the notion of a leader being a lifelong learner and someone who helps build a learning organization. "Teaching," as a generic term, is simply the transmission of personal learning and wisdom from a leader to others. Exemplary leaders see it as their responsibility and their legacy to grow the next generation. At the end of the day, that is the only way that successful change is sustained.

In that respect, leaders not only learn to be leaders, they learn to be effective "growers" — developers of other leaders able to translate the lessons of their experience into helping others to become leaders. Leaders beget leaders. So where do you begin if this is your objective as a senior leader?

This section focuses on four roles — four areas of action where you can focus your efforts in growing the next generation of public service leaders:

- Growing leaders through personal example — as an *exemplar*

- Growing leaders through significant relationships — as a *mentor*

- Growing leaders through varied experiences — as a *coach*

- Growing leaders through development programs — as a *teacher*

Following this section, three outstanding leaders are profiled. These are public service leaders who have produced significant results and have made a priority of successfully growing other leaders.

Growing Leaders Through Personal Example: As an *Exemplar*

Leadership by example is not a new concept. As Peter Drucker cogently points out, leaders are defined by having followers. Leaders are followed more for who they are as observed by their behavior than for what title they have or how expert they are. In essence, followers choose their leaders. What may be new, however, is the perspective that people learn leadership from you *whether you intend for them to or not*; whether you are an excellent leader or not. Simply think about the leaders who have had the greatest influence on you — the ones you want to emulate and the ones you never wanted to be like. Both have helped to shape you. Now think about the people who have worked for you and with you over the years. If they were interviewed about your leadership story, what would they have learned?

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[11] *Tichy, p. 3.*

Getting Started

Making It a Priority: Take Stock of Your Time, Then Make the Time

It is quite simply impossible to conceive of a change in any direction, minor or major, that is not preceded by — and then sustained by — major changes, noticeable to all, in the way you spend your time.[12]

Tichy observes that leaders who grow leaders start by setting an example, blocking time for this important task. Perhaps the greatest message you can give as a leader that you are making it your priority to serve the needs of the next generation is how you use your time.

To start, go back over your calendar for the past 30 days and see how you have spent your time. How much of it was spent on what was most urgent: your "in box," interrupting phone calls or visits, extended meetings about budget issues, correspondence, etc.? How much of your time was spent with your peers or with top executives, Congress, or OMB? If you are like most senior leaders, you will find that, as St. Augustine observed, "the urgent will drive out the important."

It is those very things that are important but not urgent where senior leaders need to focus time — *intentionally* devoting more time to what Stephen Covey refers to as Quadrant II activities.

It may be somewhat shocking to see that there is actually little time spent in intentionally or even unintentionally developing other leaders — mentoring, coaching, teaching, informally interacting. Unless you spend some initial time reflecting honestly on what it is you do with your time, it is unlikely you will make the necessary changes to reorder your time and have it show up on your calendar. That self-awareness is the first step in taking better control over building a leadership legacy.

Finding and Preparing Your Leadership Stories

Effective leaders convey their own learning through stories — the lessons of their experience. In the extensive Center for Creative Leadership research and from Kotter's findings on leaders vs. managers, this is the heart of extending leader learning — teachable experience. Stories wrap the two central facets of leader learning into a package — experience and example — and make it a memorable and practical package.

While there is much that is emerging in research on how the brain works — cognitive science — suffice it to say that we learn and remember information and even plan strategically by ingesting knowledge and storing it in the form of stories. So storytelling should be an integral part of your leadership coaching, mentoring, and teaching. But where do the stories themselves come from? Perhaps you think that you don't have any. Then a first step might be to see what were your own leader learning points.

To start, get a large spiral notebook to use as a journal for notes about what you have learned and want to pass on. On the first page of the journal, draw a horizontal line across the middle. At the top of the upper section write "Highs" in the center. Near the bottom of the page in the lower section, in the center, write "Lows." The horizontal line represents your career or perhaps even your life. The upper portion, the relative "Highs," represents significant challenge, excitement, high achievement, recognition, a great event, or a satisfying accomplishment — personally or professionally. The lower portion, the relative "Lows," represents failure, disappointment, tragedy, a setback, a bad boss, a bad relationship, a dead-end job, boredom, getting fired or demoted, etc.

Once you have identified these key events across the span of your career and personal life, reflect on each one. For each high and each low, begin to draw out the lessons from it that may have informed or reshaped the way you now lead. If it is true that the emotionally impacting events of our lives lead to leader learning — even career setbacks and bad bosses, as CCL has found — then these lessons are critical and constitute the learned wisdom that we each possess about leadership.

Each of these events is a story that can be told to others as an illustration of a key learning in your life. It is a story that links ideas and experiences together with a "moral" or a central learning for others. Not only does this give you insight about how you learned leadership — lessons to pass on — but it gives you ideas about how you might challenge others to learn as well and apply these lessons to their lives.

Writing down these stories does not need to be accomplished at one sitting. Instead, periodically take time to use your Highs-Lows chart to recall what spurred you to learn about leadership. It is a good beginning for developing your own content for ways in which you can help grow other leaders.

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[12] *Tom Peters and Nancy Austin,* Thriving on Chaos *(New York: Harper Collins, 1987), p. 498.*

The Center for Creative Leadership found that some of the most telling leadership lessons came from simply observing leaders in action. Ironically, the lessons learned came from both good and bad leaders. That knowledge alone should spur leaders to be more aware of the congruency between their talk and action — walk the talk — and to be more conscious of involving younger leaders in their sphere of action. But that can often produce a need to project perfection. Actually the contrary is true.

As Tichy discovered, the best role models were also the ones who were personally vulnerable, open, and honest about their mistakes. As we will see in the lives of the three exemplary leaders identified for this report, it is primarily the personal and character qualities that stand out in people's minds when they discuss leaders they have known. It is those aspects of personal character they exemplify that win them the "right," if you will, to serve others through mentoring, coaching, and teaching. Character and capability in a leader cannot be separated.

While this may be the most important aspect of leaders growing leaders — by their example of character and capability — it is certainly the most elusive to "learn." How can you know if you are setting an example that others want to follow, and how can you become a more effective example?

Many, if not most, who benchmark leadership programs use a method that is designed to get at this issue — 360-degree feedback. It is a common best practice to help leaders identify their strengths and weakness; examine the consistency between what they believe about themselves and what others see; and analyze the relationship between "walk" and "talk." Why? Simply because most senior leaders receive less and less feedback the further up the ladder they go. Often their view of their own strengths goes back several years, and those so-called strengths now may be weaknesses.

For example, the self-starting, highly reliable independent thinker may find herself in a situation that calls for significant collaborative relationships and team building. What worked and was valued has now become a hindrance, and a factor that separating her from her colleagues and subordinates. For reasons such as this, many top-flight organiza-

tions have identified not only their corporate culture values, but the behaviors that they want to embed in the culture by the example of their leaders. Such feedback from peers and subordinates as well as from superiors — 360-degree feedback — combines to provide self awareness and the opportunity to make changes.

Not only is the solicitation of such feedback an opportunity to learn and to change, but it also exhibits an openness and a vulnerability that are important components of exemplary leadership.

Another important place to begin setting an example is in serving rather than seeking to be served.

> *If our … organizations are going to live up to their potential, we must find, develop, and encourage more people to lead in the service of others. Without leadership, [organizations] cannot adapt to a fast moving world. But if leaders do not have the hearts of servants, there is only the potential for tyranny.* [13]

It was Robert Greenleaf, former head of Management Research for AT&T, who brought the notion of servant leadership into board rooms and executive suites. In his book *Servant Leadership*, he lays out the long known principles and precepts that those who seek to lead must first seek to serve others — to live out a selfless attitude. A motivation of serving others first is one that is particularly appropriate for leaders in the public service, but it goes beyond customer or public service. It includes the sense that a leader is willing to devote his time, attention, and energies to the development of the careers of others — not simply his own. The political culture often subtly affects the already inherent bent that we all have toward self-promotion. Counterintuitively, it is in seeking to serve the development needs of others and their careers that leaders can best set an example that others will emulate and follow.

When the agenda is all about "my needs, my demands, my schedule, my priorities, and my 'face time' with superiors," then it is unlikely that any

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[13] *John P. Kotter, and James L. Heskett,* Corporate Culture and Performance *(New York: The Free Press, 1992), p. 150.*

initiatives to coach, mentor, or teach others will have any more credibility than a formal speech. To get at this, 360-degree feedback may be extremely helpful, but this is also an area that can use some self-reflection. Most of us rarely stop to seriously consider what we are doing with our lives and our time in relationships at work (or outside work, for that matter). The 30-day calendar exercise may be one way to get at this and to begin a systematic plan of serving the next generation of leaders.

Being congruent in action and speech and seeking to serve others before self are two character qualities that distinguish a leader who grows other leaders through example. These qualities also are essential for growing others through mentoring relationships.

Growing Leaders Through Relationships: As a *Mentor*

When Odysseus went off to war, he placed his young son, Telemachus, in the care of an older, wiser man who would advise the young boy and help him to mature should his father not return. By the time Odysseus returned after the war and his long journey home, Telemachus was a man. He had matured not only physically, but in character and wisdom and in war-fighting skill: He was all that his father had dreamed of. Odysseus owed much to the man who helped raise his son. That man's name? Mentor.

To clarify some things about this role, a mentor is not a supervisor, although supervisors can be mentors. A mentor is not a "coach," although coaches can be mentors as well; coaches typically focus on certain skills, not the whole person's potential. (We will discuss the role of leader as coach in the next section.) And a mentor is not a teacher in the strictest sense. While there are clearly aspects of formal teaching in being a mentor, teachers usually work with groups, not individuals. Even within the context of this report, a leader is not necessarily a mentor, but *all leaders should become mentors who help a few others learn to lead.* That is one lesson that Noel Tichy learned from looking at great organizations. And that is a lesson today's public service leaders must heed if the next generation of leaders is to be grown effectively.

Ideally, mentoring is a lifelong relationship in which a mentor helps a protégé reach her or his God-given potential.[14]

Bobb Biehl

Being a mentor is not complex, does not require extensive training, and is not a full-time job. In the best organizations where mentoring occurs, mentoring is not even a formal program, although it can be. All that said, a senior leader can easily become a mentor by keeping a couple of things in mind and then doing just a few key things.

We have already discussed the importance of blocking time on your calendar and reflecting on some of your "stories," which form the basis for others to learn from your experience.

Remember, it's not about you. It is about the people you are mentoring. This is not a power trip or recognition that you know best what is right for another or that you want this person to champion your cause in the organization. At its best, this leader/mentor role is simply servant leadership. Your role is to serve the learning needs of another by building and sustaining a long-term relationship whose objective is to help the other person grow, learn, and reach their potential. To do this you give up some of yourself, including your time, for building toward the future.

You must also keep in mind that the coin of the realm in mentoring is trust, earned trust. Above all, this is a trusting relationship, normally between an older and a younger person. Before you begin mentoring, understand that to effectively build trust there needs to be both mutual honesty and mutual vulnerability laced with deep respect for confidences. A mentor is not to feel like she needs to be a heroine with no visible flaws. Openness to mistakes of the past and learning from them is one of the best "stories" that can be shared. Honesty about fear, doubt, nervousness, and uncertainty are lessons of life that help protégés understand that a

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[14] *Bobb Biehl,* Mentoring: Confidence in Finding a Mentor and Becoming One *(Nashville: Broadman and Holman, 1996), p. 19.*

leader doesn't always feel inside what is seen from the outside.

So what do you do? First, find a protégé. Look around you at the people who have potential. This is harder than you think. Most of us want to mentor someone just like us — people we are the most comfortable with. But if your interest is in the future of the person and of the organization, you may want to step back and ask yourself if the person you might want as your protégé is really the person with the most potential. You might also want to consider individuals with whom you already have some connection other than a strictly boss to employee situation. Are there people who already ask your advice from time to time? This is a good place to start. Now, what do you do?

In a way, it's like being a good parent — you simply spend some time together in a variety of settings: breakfast, lunch, taking a walk, sitting in your office, at your home, playing racquetball, taking a bike ride — you get the point.

What is the content? Bobb Biehl recommends that you start by asking a couple of questions, and using this simple framework as a point of departure. The questions are: What are your priorities? How can I help you?[15] The easiest topics will likely surround work issues — a problem employee, to stay or not to stay in public service, when to look for a new position elsewhere, how to deal with a pushy congressional staffer, what to do about a boss who won't make a decision.

The key skill you will need is listening — really listening to the words and the tone of voice, and observing the body language. Most leaders find it far easier to simply solve the problem for a person or to tell them what to do. Mentors need to be about helping people make their own way while sharing their experiences and perhaps some options to think about. Similar situations help serve as illustrations, particularly if it is something you struggled with and didn't have a slam-dunk success.

Mentoring, in the sense discussed here, has as its objective not simply helping people to learn, but to learn to become better leaders. That can often

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[15] Biehl, p. 46.

mean encouragement to take risks, to break cultural "rules," to get outside the comfort zone or to get out of a career stovepipe. Sometimes it can be helping a person get his or her life into balance when it has become overloaded with work, with no time for "saw sharpening" or decompression, or being with the family, or just having fun. Sometimes it's helping with parenting advice when the burden has become too heavy. So while listening is key, if the objective is leadership, some judicious and caring encouragement (gentle pushing) is often called for as well.

Finally, a good mentor understands the organization culture and the external stakeholders' worlds as well. Introducing your protégés to people and helping them to become exposed to a level of the organization that they will be part of in the future is also an important part of helping them to grow. It's not playing politics; exposure and an opportunity to observe are critical. Let them see you in action if that is not a part of their normal routine and let them give you input. Part of what is learned is "caught" from simply "hanging out" in a work setting with a more experienced person and observing what occurs.

One additional note: If senior leaders take responsibility to mentor two or three others, much like the example of Paul Barnes, at the Social Security Administration (see page 21 for his profile), this relationship does not depend entirely upon being in a formal position. Certainly experience is the critical commodity, but it is not one that diminishes significantly over time. A mentoring relationship is one that can extend into formal retirement from public service and is a role that more senior leaders should consider establishing — even after they retire. Public service has lost many good senior leaders over the past several years, many to early retirement. They are a scarce resource who still have something to contribute.

Growing Leaders Through Experiences: As a *Coach*

Any senior leader potentially can be a mentor of another whether they are in the same organization or even whether the mentor is actively employed or retired, because the essence of mentoring lies in the relationship. However, being a coach typically

requires some form of a leadership role in the organization because here the focus is experiential.

Returning to how leaders are grown, the most significant factors that grow leaders are challenging job-based experiences. A good leadership coach will make it a matter of utmost priority not only to have strong relationships with future leaders at all levels, but also to invest in their growth through intentionally ensuring they get the necessary experiences to become future leaders.

At its best, "coaching is the process of equipping people with the tools, knowledge, and opportunities they need to develop themselves and become more effective" [leaders].[16]

Senior leaders do not "manufacture" other leaders. What you can do, however, is to create the conditions and shape the culture under which people with potential learn and acquire the leadership attributes needed by the organization and public service. You help them to grow in the capabilities and the character which enlarge their capacity to produce change and significant results through others. How would this work? What are some of the things you might do?

Take a look at some of the examples of the three leaders profiled. (The profiles section begins on page 20). Leo Wurschmidt of the Veterans Benefits Administration would take many casual, informal opportunities to talk to people, encouraging them to take new assignments, to take a risk and move to a different type of job or to a different location. Paul Barnes did the same both informally and by reassigning people to work for him in ways that would stretch them. Dr. Janet Woodcock at the Center for Drug Evaluation and Research would spend time with small groups of future leaders, listening to their experiences and offering options. They each made it a point to get younger managers into programs that would allow for developmental assignments and likely job changes.

Each of these individuals created and encouraged developmental opportunities, spent time with both groups and individuals, and had a hand in shaping the infrastructure that supported such leader growth. These examples suggest three actions, that senior leaders in their role as coach can take to help grow other leaders.

Forming individual coaching relationships

Coaching, by its nature, has many elements of individual relationship. In that sense, it is like mentoring. However, the intent of coaching is to create job-based conditions where people learn leadership. This involves:

- challenging others to take initiatives to get out of their comfort zone;

- creating specific opportunities for such stretch work through job changes, job rotation, reassignments, team projects;

- advocating for them to others for such changes; and

- being a "noodge" — helping others to reflect on what they are learning, being a sounding board for problems, and encouraging and even prodding at times to make sure that stagnancy and discouragement don't set in.

Such learning isn't always comfortable. There are organizational cultures where coaching is expected, and cultures where it never occurs. The military, sports, and performing arts are examples of where active coaching for the development of individuals and groups is the norm. Those may be environments that are worthwhile benchmarking for lessons to be applied to certain public service cultures where development is often more passive and individualistic.

"Teaching" how to learn leadership

Here is one place where reflecting on your own leadership and life stories can pay dividends. Many people you will coach do not take the time to reflect on what they are learning or even have a framework for doing so. Typically, early in one's career the habit of simply "churning" at the work

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[16] *David B. Peterson and Mary Dee Hicks,* The Leader as Coach: Strategies for Coaching and Developing Others *(Minneapolis: Personnel Decisions, International, 1996), p. 14.*

for the day is about all that can be managed. By telling others your stories of how you learned from situations similar to the ones they are experiencing, you give them a framework into which their experiences can be fit. You don't have to give them answers; in fact, that doesn't promote learning. Rather, let them use your metaphors and experiences as a means for encouraging their own reflection and learning.

You can also ask questions — a central coaching technique — which helps others learn by reflecting on what is occurring or may occur at work. No lesser light than Socrates pioneered this technique and it remains a good method. Simply asking your protégés questions that cause them to think about what they are seeing or what actions they might take or what they may have missed can be very helpful in leader learning without micromanaging — a deadly leadership sin that takes energy right out of a person.

You can also do periodic organizational "post mortems" after key stages of projects. Putting the entire team in the room and engaging in an honest self critique — senior leaders included — does much to make the point that we are all able to learn from our experiences.

The Army uses such an approach in "after action" debriefings of exercises, where all of the members of a team are quizzed on what happened in a particular scenario, what was going through their minds, why certain decisions were made or certain actions taken, why hesitancy occurred — from colonel on down to second lieutenant. Candid feedback among everyone, without regard to rank, is strongly encouraged as a means to build more openness and enhance the synergy of a team. It is a more active and vulnerable approach to coaching, but one that demonstrates that everyone can learn and profit from each other. You might want to try it out as a coaching technique and as a means of setting an example of openness to constructive criticism.

Active involvement
There are many opportunities for more active involvement — some of which are suggested in the approaches of the three exemplary leaders. These can range from reassigning a promising person to

your staff, rotating a high-potential person into a temporary executive assistant or special assistant role, selecting a person to head a special projects team, or intervening with one of your colleagues to transfer a key member of your organization to their area for developmental purposes.

Growing Leaders Through Development Programs: As a *Teacher*
While the culture of public service and the lack of role models are often seen as barriers to growing excellent leaders, so too is the lack of sufficient resources to grow leaders. Translated this means that with the wholesale and often random downsizing that has been occurring in the last decade, there simply are not the financial resources available for leadership programs.

The options for many organizations are seen as cutting even more people or cutting the margins. The margins are quite often identified as training, travel, and equipment or supplies. Hence, there is a tacit assumption that little can be done to develop leaders if resources are short. While this assumption can easily be challenged on its merits (if people are our top priority, why do we cut people programs first?), among the very best practices for growing leaders are those that are in-house, leader-led, and experiential.

Typically, the role of trainer or facilitator in a leadership development program is considered to be the domain of expert consultants, in-house trainers, or the HR development staff. But, as Tichy found, the very best companies and the very best leaders are themselves the leadership program trainers. This does not mean the token appearance of the "boss" to give the opening remarks in a program or to drop by to see how things are going. Leaders have learned practical lessons, most likely grounded in good theory as well, that only they can pass on in a way that others will want to learn. A "classroom" setting is a good place for such wisdom to be transferred.

Adult learning is centered on what is practical, not simply what is factually true. That is why even the best, most entertaining speakers, trainers, and consultants rarely have a long-term impact. The stories that a leader can tell — often about hard-won

experiences, sometimes about failure — are stories that stick and can be applied. (Another good reason to develop your stories.)

GE's Jack Welch, one of the most respected leaders in business today, prides himself on having taught every two weeks at their leadership course in Crotonville, New York, for over 15 years. He actively teaches, passes on his stories of change, helps embed the corporate values and "no boundaries" mindset, and serves as a coach to participants in these programs. Over the years, he has influenced thousands of today's leaders at GE — many that now run the company. But perhaps what GE may be best known for is their use of action learning as a means of developing future leaders. We turn now to what is perhaps one of the best approaches that a leader-teacher can use to grow other leaders.

The effectiveness of action learning and its use in the best organizations[17] builds on the basic understanding of how leaders are grown that was outlined earlier, aspects of which can be seen in the approaches of the three exemplary leaders.

Perhaps the best way of describing action learning is as a parallel universe…. Accomplishments that might take months or even years to happen…occur in a matter of weeks. Learning and action are compressed.[18]

How would it work in your organization? There are seven key elements — each of which can occur as part of a leadership development program without

significant expenditure of resources. Such initiatives depend strongly on the direct involvement of senior leaders in the process to produce two things every organization covets: real results and the growth (and testing) of future leaders.

A sponsor
It is important that a senior person sponsor the commissioning of an important project that is essential to the organization — a strategic imperative — and which will take a team to do it successfully. Typically it should be a project that will require out-of-the-box thought, benchmarking of private sector and public sector organizations, and the learning of some new skills. The sponsor both gives the charge to the team and is the person who holds the team accountable for final, well-documented recommendations. The sponsor should also be in a position to make a decision or to get a decision promptly.

A process
This is a leadership learning process. As such, some idea of the approach to be taken needs development. While not complex, it will need to be explained to the team that is formed. Typically it consists of a selected strategic issue; a timeframe for work and bringing recommendations back for decision; the use of experienced coaches who are currently leaders in the organization; and the provision of some form of "just in time" training on team skills, benchmarking, or any technical expertise that will be needed. The key point is to have an approach firmly fixed, and the senior "faculty" and staff identified and briefed.

A team(s)
The team is often composed of individuals from various parts of the organization, selected because of leadership potential for participation in this project. There could also be more than one team to look at various aspects of a problem or vision challenge or to tackle the same project with competing approaches. It is similar to what Dr. Janet Woodcock has done at CDER in using the Council for Excellence in Government Fellows to spearhead special projects and to build their vision and mission. Keep in mind the purpose is twofold: learning leadership through challenging experience and producing a significant change initiative or problem solution.

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[17] *In a 1999 study of best practices in developing leadership, the major findings were that action learning followed by cross-functional rotations, 360-degree feedback, and exposure to senior executives through mentoring were the top methods used. More importantly, the top organizations took a systemic approach and formed what might be called leadership learning communities where "graduates" and senior leaders were the coaches and instructors. See* Best Practices in Leadership Development Handbook, *Linkage, Inc, 1999.*

[18] *David Dotlich and James L. Noel,* Action Learning: How the World's Top Companies Are Re-Creating Their Leaders and Themselves *(San Francisco: Jossey-Bass, 1998), p. 16.*

A project

The sponsor or the senior team identifies the nature of the project. The project team then proceeds to gather data, conduct analyses, and frame findings, conclusions and recommendations for presentation for decision. The primary basis of the learning is in the doing.

A learning of new approaches and applications

Here is where periodic forums such as short skill workshops can be interjected. Other useful resources might include a speaker from an organization that has done something similar, a benchmarking visit to such an organization, bringing in someone from the staff or elsewhere in government with expertise in an area needed, an excellent video presentation, or outside workshop. There might also be time set aside for coaches to tell their leadership stories or for interim check-ins to explore problems or issues.

A presentation

At the point allotted in the project, a formal presentation, often accompanied by a written report, is delivered to the sponsor or the senior team. It is a decision-making forum where tough questions are asked and where professional quality work is expected. A thorough airing of what was done and how and why the recommendations are being made is expected. A decision within a short period of time by the sponsor or the senior team is also part of the agreement. Team members can also be selected for implementing the decision.

A debrief and reflection

The key to embedding the learning is to learn from the experiences of the project. Here is where senior coaching is critical — to help individuals ask themselves the tough questions, to share candid observations about each individual's contributions and areas for learning, to provide opportunity for team feedback to each other. Areas for further individual development and for organizational process improvement are typically identified as a result of this reflection.

Profiles of Three Exemplary Public Service Leaders

To better understand how leaders actually grow leaders, three case studies were developed which show how the following senior executives have worked to develop the next generation of leaders in their organization:

- Leo Wurschmidt, Veterans Benefits Administration, Department of Veterans Affairs

- Paul Barnes, Social Security Administration

- Janet Woodcock, Food and Drug Administration, U.S. Department of Health and Human Services

Growing the Next Generation of Leaders in the Veterans Benefits Administration

The legacy of exemplary senior leaders is not found in plaques or awards, but in the people they have invested time and effort in developing. This is a trait to look for in identifying true servant leaders. In this, Leo Wurschmidt apparently excels, particularly in the example he sets and in the many informal ways in which he has coached and encouraged others.

As an Exemplar
Perhaps the outstanding characteristic that people noticed and now seek to emulate is Wurschmidt's abiding belief in the importance of the people of the organization. In a thousand ways he demon-

strated this by investing his time and energy in others. He knew the names of hundreds of people who worked for him — their families as well. He took enormous amounts of time to personally write thank you notes, even for the smallest actions. He was a ubiquitous presence in the office, talking to people informally, and encouraging, questioning, and praising. Everyone interviewed about Wurschmidt mentioned how they make a practice of taking time for others as a result of Leo's example. In his conversations with employees, he often shared his experiences in many different positions and encouraged others to seek new assignments that would allow them to grow.

As a Mentor
He also was known as a willing and open mentor of individuals in the departmental SES Candidate Development Program, sharing an extensive amount of time with these individuals.

What came up most frequently in interviews, however, was not his more formal roles, but the daily time that he took to sit down and talk with people about their future plans and career aspirations. Perhaps because of his own varied career experiences, Wurschmidt was often known to encourage people to seek new experiences in other parts of the organization and outside the organization, and to get into training. He put them on details to widen their knowledge and experience.

Leo Wurschmidt

Veterans Benefits Administration, Department of Veterans Affairs (VA)

Leo Wurschmidt has had a long and distinguished career in the VA, holding significant positions of responsibility in all three operational administrations within the VA: those overseeing health care and hospitals; cemeteries and memorials; and the provision of financial and other benefits. He has been an operational field director in San Francisco and Winston-Salem, North Carolina, and he also served in the headquarters as executive assistant to the deputy secretary and as a senior staff official for planning, management, and policy studies.

He served as the southern area director for veterans benefits with responsibility for one of four national regions of the country before health reasons forced him to step down to assume the position of director of the Jackson VA regional office.

Wurschmidt attended Columbia and George Washington Universities and graduated with a bachelor of arts degree in political science. He served four years in the U.S. Marine Corps from 1968 to1972.

In 1999 he was named a Meritorious Executive and was also the recipient of the 1999 Leadership VA Alumni Award for superior career leadership. Mr. Wurschmidt retired in December 1999.

He also promoted his people behind the scenes to senior leaders, championing their careers, often in a way that people only found out about much later. It was this selfless use of his time informally mentoring and encouraging people to think about their future that may be his most important legacy.

As a Coach
Wurschmidt made diversity a priority and took action to develop people. He forged a partnership with a historic black university (Jackson State), giving young interns their first experience in public service.

He also was a key person on the Executive Appraisal Team, which established a balanced scorecard combining results and peer assessments of teamwork as a means of developmental feedback for senior executives.

As a Teacher
Wurschmidt is known as one of the key senior people instrumental in beginning the first Leadership Enhancement and Development Program (LEAD), which was established to identify minorities and women in mid-career at the VA who possess leadership potential and to offer them training and experience. Despite his position as a high-level executive with heavy responsibilities, he also took time to teach at the VBA Development Academy for up and coming employees.

Growing the Next Generation of Leaders in the Social Security Administration

The comments consistently made about Paul Barnes give a clue to one of his most noteworthy qualities — he truly believes that it is critical to invest the time, thought, and effort in bringing forward the next generation of SSA leaders. But the evidence also shows that he deeply understands how to grow leaders, particularly by the example of his life and the quality of his caring investment of time in the lives of others.

As an Exemplar
Barnes's deep commitment to public service and to the people served is perhaps best embodied in the admonition that several people mentioned — "Treat people the way you would want your mother or father to be treated." When he said caring, commitment, and compassion were what public service was about and when he said that the "security" in Social Security is the heart of the mission, those lessons stuck. And they stuck because he walked the talk, which others now emulate. The simple

SSA's Leadership Development Strategy

SSA is one of the few agencies in government that has a clearly developed strategic plan that links their long-term strategy with the development of future leaders. This is a "best practice" of the best in business. The more common approach in government is to see leadership development as a program for individuals — with responsibility for it in the HR shop — and as an ad hoc process.

While the key operational thrusts of the agency's strategic plan are:

- To deliver customer-responsive world-class service, and

- To promote valued, strong and responsive programs and conduct effective policy development and research,

the key goal for the people who deliver the service and the programs is:

- To be an employer that values and invests in each employee.

With a potential retirement-eligible population of 82% of the current SES rank leaders, 91% of the GS-15 senior managers, and 93% of the GS-14 senior managers, SSA faces a wave of change in its leadership ranks.

Their strategy to grow the next generation of leaders has been ongoing for some time. Paul Barnes has been one of the key line managers and advocates and is now the overall leader of the HR programs that undergird the strategy. In essence, it is a strategy that includes programs for leaders at all levels:

- SES Candidate Development Program (SESCDP)

- Advanced Leadership Program (ALP)

- Leadership Development Program (LDP)

- Presidential Management Intern Program (PMI) for initial accession

These national-level programs are primarily two years in duration. They involve, in each case, an orientation and some core training; the use of developmental experiences where individuals are taken off their job and placed into challenging assignments for on-the-job leadership learning; and the use of senior mentors for coaching and advice.

By all accounts it is a highly successful model and parallels the "best practices."

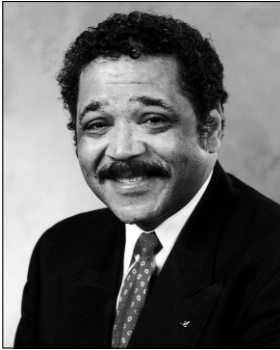The factors that contribute to the success of this approach include:

- Making a business case for leader development that would communicate to decision-makers and supervisors;

- Getting clear executive buy-in and deep involvement; and

- Using the National Academy of Public Administration "best practices" study as a foundation (See Appendix C under Growing Leaders—"Best Practices" In Organizations).

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image of older people being someone's mother or father is one that others now use and model in their relationships.

As a Mentor
Over the years, Barnes was a mentor to countless individuals at SSA who are now, themselves, moving into key positions.

He reached out to many younger persons over the years and remains in contact with them, serving as a source of advice by phone from anywhere in the country. One of his mentoring practices that was cited was the way he exposed his protégés to other senior people. Barnes would take them on trips to the headquarters office or to other regions and championed their careers or their selection into key

Paul D. Barnes

Social Security Administration (SSA)

Paul Barnes has served in SSA in a number of highly responsible and visible capacities around the country at all levels for the past 32 years. Currently, Barnes is the deputy commissioner for human resources, a position he has held since March 1997. He is responsible for SSA's people programs for all 65,000 employees, and chairs the National Partnership Council as well.

He has held key leadership roles as director of the Southeastern Program Service Center in Birmingham, Alabama; deputy regional commissioner of the Atlanta region; regional commissioner of the Chicago region; and the assistant deputy commissioner for Social Security operations.

Barnes is the recipient of three Presidential Rank Awards for public service leadership excellence and two "Hammer" awards for significant reinvention initiatives to improve government service for the American people. He has twice received the SSA Commissioner's Citation (the highest award in the Social Security Administration) and has appeared in Outstanding Young Men in America and Who's Who in Black America. In 1997, the Federal Executive Institute Alumni Association selected him as the Federal Executive of the Year.

He is a magna cum laude graduate of Lane College and holds a master's in public administration from the University of Southern California.

leader development programs, even though it meant losing these key people for periods of up to two years.

People that he has mentored say that they now practice the same techniques in their leadership roles. They cite such skills as having learned to really listen to both sides. They also try to mimic Barnes's calm practice when dealing with tough issues and people issues. And they are developing others by encouraging them to stretch and grow through new assignments, national leadership programs, and serving as mentors themselves.

As a Coach

Barnes gave people the opportunity to learn and develop as leaders everywhere he went. Consider these comments:

> Paul was always interested in bringing along new leaders — he challenged us to try new things outside of our comfort zone.

> He appointed me to a new position that challenged and stretched me. He used it as a development opportunity to give a bigger picture of the organization.

Job-based challenges was one practice he used consistently and intentionally. A good example was the "open door coordinator" — a position reporting directly to him as regional commissioner and a communication channel to him with the people of the organization. It was a job that required the utmost of understanding and wisdom in listening to any employee who had a concern with management decisions. The person had to develop a broad understanding of the wider Social Security operations, an exposure to multiple offices, and a range of managerial approaches. Negotiating and listening skills were also central.

The coordinator was able to discuss differing approaches to solutions with Barnes and to draw upon his years of experience. The coordinator also accompanied him on visits to local offices and got to watch firsthand how Barnes worked with local managers and interacted with front-line people, often taking a turn himself interviewing clients or answering phones. Almost without knowing it, the coordinator was getting a crash course in leadership on the front lines through involvement and observation. In retrospect, each person who held that position realized that.

In some cases, Barnes would spot a potential leader in a local office and select that person despite an apparent lack of all the credentials. That confidence made a big difference in the way the people perceived themselves.

Barnes also challenged people to be mobile. Perhaps it was his own experiences throughout his career, but he preached the importance of gaining a broader perspective that can only be learned through a variety of situations.

As a Teacher

Paul's own response to the question of the legacy he hoped he would leave behind is most telling about his role as teacher. He immediately said that it was investing in people's lives and helping others understand why that is so important. He felt that the career and leadership development programs in SSA that he helped to launch (see the separate sidebar on the SSA strategy) would live on. Paul Barnes is clearly meeting the central test of leadership; his greatest legacy may be, in the words of one person he has mentored over the years, "written in the lives of the people he has touched."

Growing the Next Generation of Leaders in the Center for Drug Evaluation and Research

At the heart of Dr. Janet Woodcock's long-term strategy to change the culture at CDER to one that is outward focused on citizens' needs has been a commitment to developing an entirely new generation of leaders. And at the heart of that strategy has been the use of a leadership development program for the highest potential individuals at the GS-14 and GS-15 levels, primarily through the year-long Council for Excellence in Government Fellows Program. As the director of a very large and publicly visible organization, Dr. Woodcock nonetheless has taken the time to develop others around her and to leave a legacy of a changed culture for the next generation.

As an Exemplar

Courage is an often-overlooked trait in the leader of a non-military organization. Yet to take the people of a large organization through significant cultural

Dr. Janet Woodcock

Center for Drug Evaluation and Research

Food and Drug Administration

Janet Woodcock, M.D., has served as the director of the Center for Drug Evaluation and Research since 1994. Prior to this she was the director of the Office of Therapeutics Research and Review in the Center for Biologics Evaluation and Research (CBER), also part of the FDA. Dr. Woodcock, an internist/rheumatologist with prior research experience in immunology joined the FDA in 1985.

She also served as the director of the Division of Biological Investigational New Drugs in CBER from 1988 to1992 and was acting deputy director of the Center from 1991 to 1992.

Dr. Woodcock received her M.D. from Northwestern University Medical School and completed further training and held faculty appointments at Pennsylvania State University and the University of California in San Francisco prior to her public service career.

change, many of whom are in opposition, requires not only persistence but courage. And courage is as contagious as cowardice. One of the things that Dr. Woodcock seems to have imparted by her example has been the courage of younger managers to become engaged in the Fellows leadership development program and to take on extra results projects that might well cause difficulty with other managers. The very association with such programs was not seen early on in the change process as career enhancing. Dr. Woodcock's own example and willingness to meet often with Fellows and to

talk privately in her office despite all of the pressures on her spoke volumes and allowed other managers to emulate her.

As a Mentor

Dr. Woodcock spends enormous amounts of her personal time at lunch with individuals and groups, engaging in small meetings, and having a very open door — particularly to any fellow.

As a Coach

Dr. Woodcock also demonstrates, according to many observers, a sensitivity to coaching — asking questions, drawing out people's thinking, and encouraging people to keep moving forward.

She has placed people into stretch positions and moved people around into new areas of responsibility as a means of both getting new perspectives into different places in the organization and developing individuals with greater breadth and insight.

As a major part of that program, an individual project is identified up front that will produce significant results and serve as a seedbed for developing leadership. These initiatives are discussed at monthly meetings — at which Dr. Woodcock is often present — between all of the fellows and senior leaders. Her approach is to ask questions, to identify issues and barriers, and to keep encouraging individuals in their efforts at change.

Another part of the leader development strategy was to use the Fellows from the first group as a team to initiate a total rethinking of the vision for CDER, its mission, and its values. In the process, the team conducted extensive interviews with all stakeholders. As a result, the real grist for change emerged — saving lives of people by getting drugs to market faster. As might be expected, significant opposition to changes in the status quo were encountered and significant lessons in leadership emerged from real experience — not from textbooks or lectures.

Many of the individuals who have come through this program are now being placed in key leadership positions. They have the vision and values as well as the leadership capabilities and the supporting network to gradually change the nature of the

culture at CDER. This is a classic example of a long-term strategic change initiative that has future leader development at its core.

As a Teacher

A key part of that program in the last four years has been the selection of over 70 Fellows for the Council for Excellence in Government year-long leadership development program, and then using these individuals to spearhead change projects and placing them in leadership positions.

In this regard, CDER senior managers have been selecting the best and the brightest potential leaders for this one-year program as a strategic initiative (not an ad hoc effort aimed solely at the individual). They also commissioned a separate leadership program cohort devoted solely to the office and Division director levels. All selections are competitive internally and at the Council, so that those who emerge are recognized as potential future leaders.

Not surprisingly, the most consistent answer given to the question of Dr. Woodcock's legacy was her commitment to growing leaders at all levels of the organization and actually doing it.

Appendix A – Approach and Methodology

The approach of this report has been to set forth in a cogent way what is known about how to grow public service leaders in an era of great change. The conclusions are drawn from the documented results of research, from the "best practices" of organizations that grow leaders effectively, and from the examples of public service leaders themselves. Many of the insights came from developing a benchmarking report for the National Academy of Public Administration on the subjects of succession management and leadership development. The "filter" however, has been my own, from personal observations from almost 40 years in public service, and from working with the next generation of leaders through the Council for Excellence in Government Fellows and the Leadership Development Academy — the Executive Potential Program and the Women's Executive Leadership Program (WEL).

The need for leadership in the public service is clear; the best practices for growing leaders is evident, if not completely intuitive; and the role of senior leaders in this development process is a well-established approach in the very best organizations — public and private. It is from this foundation that comparative conclusions can be drawn for the public service. But seeing it lived out in the lives of three successful public service leaders and framing it in practical terms gives these findings life and practical application.

In identifying the three leaders profiled, the methodology began, first, with a premise — that where significant change has occurred in a government organization, transformational leadership is behind it. All three organizations in which these individuals are leaders — the Veterans Benefits Administration, the Social Security Administration, and the Center for Drug Evaluation and Research — have undergone significant, positive change within the last few years.

Second, it was assumed that there would be some consensus within the organization (and without) that individual leaders, certainly not alone, have been among the key individuals driving change. In that sense, conversations with individuals working in and outside these organizations, many of them future leaders themselves, were conducted.

Third, a more in-depth look at the character and capability of these leaders as examples, coaches, mentors, and teachers was accomplished by interviewing several individuals who have worked for them or are currently working for them, much like a 360-degree feedback process. The primary focus was to identify the practices that selected superior leaders in public service are using in growing the next generation. As should be clear, each leader practiced the four basic roles in a somewhat different, but highly effective, fashion.

However, in the course of these interviews, a profile of leadership emerged which places in context why these three servant leaders are able to grow other leaders. At the heart of this lie not only certain practices and examples, but also a wider foundation of leadership character and capability. The expanded profiles contained in Appendix B give a more complete picture of the synergy of skills, character, results, and experience that distinguish these leaders.

Appendix B – Exemplary Leader Profiles

Leo Wurschmidt — Leadership Character and Capability

Leo Wurschmidt's leadership character and capability attributes coalesce around six prominent features that were consistently identified by those interviewed:

- Unquestioned integrity of commitment to live out values

- An abiding focus on the core purpose of public service

- A deep belief in the worth and capabilities of people

- Courage — a willingness to take personal and organizational risks

- Personal caring about people

- A builder of partnerships among all stakeholders — a service family team

Unquestioned integrity of commitment to live out values

Often this is seen as an important trait, but difficult to pin down. In Wurschmidt's case, this attribute was described in vivid terms. For example, one person said that if Wurschmidt ever said something was going to be done for an employee or a stakeholder, he meant it, whether it took long hours to get it done or extraordinary initiative. He lived this way and expected others to carry out their word as well. The central theme of many was that "Leo was a man of his word, and every employee knew it."

Another facet was that he would speak up with great courage about issues and initiatives in the face of opposition, unpopularity, or the views of senior officials. Others mentioned that he would not bow to political pressure in making decisions. He was known to make the right decisions based on the facts and would back up employees who did so even when pressured to reverse a ruling.

An abiding focus on the core purpose of public service

For many people, what seemingly fueled Wurschmidt's life was a deep commitment to serving VA's "customers" — the nation's veterans. Perhaps it was his own service during the Vietnam War, but his motivation was public service to those that served when called.

One person said, "Leo's legacy is to the veterans, which comes from his dedication to the mission and to his personal relations with veterans and those that serve them daily. For those that worked with Leo, it is difficult not to focus on getting the job done and done well."

A deep belief in the worth and capabilities of people

It appears that out of a core value of caring about each person, Wurschmidt also had a bone-deep

belief that the best way to bring about change and to accomplish the mission is to leverage the capabilities of all people. A consistent comment was that he trusted people to do the job and valued both their effort and even their disagreements.

Listening and, perhaps more importantly, taking the time to listen were also mentioned as characteristic of how he led in a way that made employees feel they had a real voice in the things that affected their work lives. Appreciative employees said particularly that he was not a micromanager — an attribute greatly appreciated by those on the front lines.

One top manager also observed that one of the major leadership qualities was how Wurschmidt drove out longstanding fear that had existed before his arrival as the top director. This led to a different spirit among the people and laid the groundwork for innovation and real change. Mistakes were not punished but used as points of learning — as long as learning occurred. The other side of it was a high standard of service excellence that he practiced and expected others to follow. In other words, he created the culture and conditions where people could thrive.

One "result" consistently mentioned was that wherever Wurschmidt came in as a leader, it became a better place to work. He created a culture that facilitated change and personal growth. He drove out fear. He promoted openness. He exuded encouragement in person and in countless notes. He set an example of extraordinarily hard work and very high standards. People were expected to keep their word — Wurschmidt, first of all. The veterans who were served were placed at the top of the list of priorities — not the needs of the organization. A wide range of supportive partners was created. Fun and a family sense were injected. Mistakes were allowed in the pursuit of better service and innovation.

Courage — a willingness to take personal and organizational risks
Another quality that stands out is Wurschmidt's willingness to undertake tests or pilot projects as the seedbed for change within the national change efforts. He was instrumental in testing and developing the notion of satellite benefits offices — an

effort to bring services closer to people. The satellite initiative is now a base part of the national change initiatives.

He also pioneered the development of VA benefits services being provided right at the Military Separation Center, again a standard approach now used throughout the country. This initiative has chopped the waiting time for disability claims for separating service members to one quarter of what it was previously.

Personal caring about people
Many of the people interviewed mentioned how Wurschmidt knew everyone's name. A photographic memory, perhaps, but indications are it was clearly something he worked at because he felt it was important. This was not a gimmick, but the first step in being able to relate to each person that worked with him and for him on a personal basis.

One indication of this was that he was known to hand-write thank you notes — literally hundreds of them — to people for a job well done, often putting in long hours to recognize what people had done, even the small things.

While MBWA (management by walking around) has been part of the vernacular for some time now, Wurschmidt was apparently one who religiously practiced it. As one employee said, he spent time "in the trenches with the troops," talking about what was really happening and constantly encouraging and thanking people verbally. The result was obvious — the deep loyalty among people that have worked with him was unfeigned and the admiration genuine.

In addition, he always took time to stop what he was doing to talk to people, to encourage them to grow, to challenge them. No matter how busy he was, people came first, and he was not annoyed by the tremendous amount of time it took. A case in point: One person who came to work for Wurschmidt did so because even he was impressed by the way this director of a large office took the time to meet with him — then just a young analyst visiting the organization on business. This person is now a senior leader in VA and attributes part of the reason to Leo's example that day.

Wurschmidt was always quick to turn a compliment or an achievement from himself to others in his organization. His self-effacing manner and modesty were seen as rare among senior executives in the experience of the interviewees, but a clear demonstration of his belief that it was the people on the front line that matter most.

A story is told that illustrates his ability to relax and be natural with people while maintaining their respect. This occurred at an employee picnic where the director — the leader of 300 employees — was suddenly the object of attention as he mounted a children's hobbyhorse in the local park and proceeded to ride for all he was worth. That resulted in several memorable photos of employees who wanted to be photographed with the "boss."

A builder of coalitions and partnerships as members of a service-family team
Senior leaders must form partnerships and think strategically about collaborating with a wide array of stakeholders. In several comments, it was clear that Wurschmidt excelled at this but with a twist. The consistency of his character and values mandated that all stakeholders be made a part of what one person termed "a community of service." He built this sense of community in each leadership position he held, reaching out to organizations that are often known for fractious relations. These included veterans' service organizations, whose advocacy for veteran's benefits in their lobbying role is often seen by some as at odds with the VA mission. Wurschmidt made them part of the team and part of the solution, and gave their representatives respect, personal time, and a listening ear — much the way he treated anyone who worked with him.

Congressional staffs, who are also known by some as partisan advocates, were also accorded the same courtesy and sense of inclusion in the community of service. Wurschmidt built a strong sense of partnership that did two things. First, it set an example to all of the employees that these external stakeholders were not "the enemy" but people to be regarded with a sense of worth. Second, it allowed both the support for change that would be needed and the capacity to say "no" and to be trusted and respected through it all. This is an often-overlooked leadership quality when opposition to change occurs among external stakeholders.

Within the organization, Wurschmidt was similarly consistent, as new approaches to partnering with the labor unions came into being. He was known as a fair and trusted manager and leader and worked very hard, personally, to make it a success — not turning it over to the HR staff to do themselves. As a result, he was a natural choice for the first VA National Partnership Council formed in 1994, where he was instrumental in developing the "Rules of Interaction." These became the policies and procedures that formed the basis for how partnerships were to operate fairly among the almost quarter million VA employees and their representatives at the local level.

Paul Barnes — Leadership Character and Capability
In several interviews with colleagues and former employees, a picture of Paul Barnes as a leader emerges that is both compelling and worthy of emulation. He has made an impact on people wherever he has been a leader and continues to do so as he help's lead SSA through significant periods of change and establish it as a benchmark public service organization. The key attributes of Barnes that emerge from the impressions of those interviewed are:

- Unquestioned integrity of commitment to live out values

- An abiding focus on the core purpose of public service

- A deep belief in the worth and capabilities of people

- Courage — a willingness to take personal and organizational risks

- Personal caring about people

- A sense of balance in life expressed in optimism and enjoyment

Barnes attributes much of his own bent toward developing younger leaders to others who mentored and helped him along the way. As a young intern, he had a boss who encouraged him in self-development and reading, and who started a local leader development program that Barnes was part of. He was also encouraged to work outside of his own job familiarity and to be as mobile as possible

in order to learn and to grow. Another key person was someone whom Barnes worked for and whom he sought to emulate in his approach to leadership and management. It is clear that Barnes has continued to pass on the lessons others taught him, instilling the same in those he mentors.

Unquestioned integrity of commitment to live out values

One senior official perhaps put it best: "He has a strong sense of personal values and he lives them out every day." A common observation was that Barnes "walks the talk." As mentioned earlier, genuineness and congruity, of behavior and words is key to a leader's capacity to take an organization through change and to fostering others to become leaders in the same mold.

Barnes's public service values were summed up by one person who observed that Paul stressed "three Cs:" caring, courtesy, and commitment. Those themes would be played out in his own behavior.

He also was someone who was not after leadership as an end for his own ego. One interviewee said this is not someone who was "power happy." He blended humility with a strong sense of earned authority.

That apparently came across as genuine to a wide range of people, whether it was in personal encounters or hearing him speak before groups. One person said that it was quite common for Paul to receive standing ovations from employees after speaking to a group of them. This person had never seen a senior executive get such a reception and believed that the heartfelt reaction was yet another indication of his connection to people and his genuineness.

Barnes himself attributes his values to his parents who were sharecroppers while he was growing up. What he learned from them, he recalls, was a daily example of what is important in life, hard work and high expectations for yourself and for others.

An abiding focus on the core purpose of public service

In the interviews conducted, the story that was mentioned by almost every person was how Barnes would often say, "Treat people the way you would want your mother or father to be treated." He would observe that most of the people served by the Social Security Administration were someone's mother or father. This image seemed to stick with people long after Barnes had moved on.

One interviewee noted particularly that Barnes had "a vision for SSA and what it could become." This strategic perspective included a deep understanding of the importance of Social Security to the public, which for him was embodied in the term "security." He saw their role as providing not only support, but support with dignity, giving individuals a sense of ease about the future and removing anxiety. It was this bigger picture and the public service potential that he called people to think about and act on.

Another said that what stayed with him was that Barnes's true devotion to public service and to the mission of SSA was unfeigned. His focus on the core purpose was what he felt helped Barnes ride out many of the ups and downs and the tensions inherent in the transformation of SSA during the last 10 to 15 years.

A deep belief in the worth and capabilities of people

His respect for each person as a unique individual often came across in his ability to work easily with people of differing personalities and diverse racial and ethnic backgrounds. One person said that his "belief in the goodness of people is bedrock."

As a day-to-day manager, Barnes focuses on the "what," not the "how." A frequent comment was that he was not a micromanager. He conveyed a great sense of confidence in people and while he set high standards of excellence, he did not punish mistakes made in taking a risk or learning something new. He trusted people to get the job done with excellence. While he left people with the impression that they could call on him at any time, he also was clear that he was not there to manage the day-to-day details of their work. It was a trust that apparently bred trust.

Courage — a willingness to take personal and organizational risks

One of the risks that Paul Barnes was known to take was on people. Two interviewees stressed that

Barnes had taken a risk on them by placing them in positions of wide responsibility and setting high expectations for their performance. In part, this was a strategy for their development, but a failure could have backfired on him. This willingness to take a risk on people set a tone that resonated with others. He also challenged others to take risks on their own to try new things and to work outside their comfort zone.

Personal caring about people

One aspect of Paul's demeanor in the workplace was that he was approachable. He apparently could convey a sense of openness to listening to people that they felt comfortable sitting down to raise problems or issues or to get career advice. One person talked about his ability to listen and summed it up by saying, "He *actually* hears." Whereas some leaders would seem to listen because it was expected, Barnes was known to take the time and to respond with action, indicating he was paying attention to the individual.

Another theme was that Paul was both straightforward with people and honest. This built a foundation of trust by the people of the organization, not just in one place, but in each organization he headed. Trust is an essential component of the ability to lead others in change and of personal leadership development.

A sense of balance in life expressed in optimism and enjoyment

While a balanced life is often mentioned as crucial in the best leaders, it is not typical for humor and enjoyment to surface. Yet, the people interviewed for this report, time and again, cited Barnes's sense of humor, hearty laugh, and ability to keep a balanced perspective in the midst of tension. One person said, "you could always tell when Paul was visiting the building because his laughter could be heard up and down the halls." Others noted that while he had very high standards, he also made work fun, even in difficult times.

Another example of Barnes's sense of balance: No one could ever recall seeing him angry. A story is told of how Paul was in a meeting involving an EEO complaint lodged against a manager with some questionable management practices. This

manager was creating great difficulties among people in the organization, yet had recently received high performance marks. Barnes was confounded that such a manager would be rated highly, making correction very difficult. But while he was obviously upset, he simply left the room, walked around the building and smoked a cigar, leaving the staff to talk over some alternatives. When he returned, he calmly dealt with the situation, never showing his obvious anger.

Barnes placed a great, importance on family, often observing that his job was easy compared to the rigors of raising a family. A couple of interviewees also noted that at the time of the death of his first wife, he talked about true priorities in life and how important they should be for everyone.

Dr. Janet Woodcock — Leadership Character and Capability

Dr. Janet Woodcock is somewhat of a different type of leader than the previous two profiled in her own developmental experiences and her level (not necessarily scope) of impact. First, she has occupied for some time now the most senior position in the most visible part of the Food and Drug Administration — the Center for Drug Evaluation and Research (CDER), with all of the external responsibilities as well as access to resources that such a position implies. Second, she is a scientist and an M.D. and has thus traveled a somewhat different road in her own development as a leader. And, third, her public service career is not one of an entire career lifetime but of the last 14 years.

Despite these apparent differences, there are more similarities in the leadership attributes she has displayed in helping followers navigate change and produce results and in providing for the growth of the next generation of leaders at CDER. Dr. Woodcock heads an organization that has been widely recognized for producing significant change under difficult circumstances. Nevertheless, part of her agenda for change has been to develop the kind of leaders that CDER will need to sustain change, many of whom have been through an innovative partnership with the Council for Excellence in Government Fellows Program. In interviews with many people who have worked with her, the following attributes emerge as the most prominent:

- Unquestioned integrity of commitment to live out values

- An abiding focus on the core purpose of public service

- A deep belief in the worth and capabilities of people

- Courage — a willingness to take personal and organizational risks

- Perseverance toward a vision

Unquestioned integrity of commitment to live out values

Those interviewed about Dr. Woodcock consistently mentioned her commitment to identify and draw out leaders, often new leaders, at all levels. Here she was not only looking to the future of CDER, but also using this approach as a means to reshape the culture. It is a strategy that recognizes that some individuals in key positions will not be able to change, and that by raising up new leaders who share the new vision, a more gradual process of transformation will occur over the long term. This, of course, has its risks as well as its potential rewards. Despite a crushing workload and uncompromising external pressures, Dr. Woodcock has been able to maintain her commitment to and demonstrate her faith in growing new leaders by giving her time and energy.

An abiding focus on the core purpose of public service

The driving need for change seems to be a bone-deep belief in Dr. Woodcock. Many of the interviewees said that she strongly believed that the nation's citizens demanded and deserved the best in terms of early access to new medications and that the safety of such medications should not be compromised in the process. One expression of this belief was that people were dying because new drugs were not getting to the market. This was a message that stirred hearts as well as minds.

A deep belief in the worth and capabilities of people

One of Dr. Woodcock's first official acts that has remained in the minds of the people in CDER is she personally visited every single office and attempted to talk to every single person as a way to introduce herself. As visible evidence of her caring

about people, this could not be surpassed, but the fact that it also was completely counter to the reigning hierarchical culture was perhaps just as important. And she continues to impress others with her phenomenal memory for names.

Her introductory visits were not a one-time symbolic act. She continues to solicit the input of people at all levels of the organization and takes a personal interest in them, despite her demanding and highly visible position. She also has widened the participation of people in key meetings, drawing individuals not necessarily from the senior levels and soliciting their input at meetings. This was unheard of prior to her arrival.

One mid-level manager commented that what makes Dr. Woodcock stand out is how she makes people feel valuable and good about themselves. She asks about the issues they are passionate about and is able to identify valuable skills and abilities that the individuals themselves often don't see. Simply by asking questions and listening she is able to draw out people.

There is also a clear sense that although she is highly intelligent and quickly grasps the essence of a complex issue, she is not lofty or inaccessible. There is an openness that she conveys beyond her "open door" to people — even when she disagrees, there is respect for the person.

A key aspect that several mentioned was that Dr. Woodcock has created the conditions that allow greater input, innovation, and change — a more permissive and open atmosphere that draws out people at all levels. Her leadership influence on the culture is one that will continue to take a time and energy to realize. Like other aspects, it is still apparently a work in progress.

She also believes strongly that successful change is a team outcome and is extremely self-effacing, deflecting recognition and praise to others.

Courage — a willingness to take personal and organizational risks

One of the capabilities of leading change is the courage of conviction and the ability to instill courage in others. Many of the early Fellows and

other leaders were placed into situations — thinking outside of the box and being engaged in a new leadership program that focused on changing CDER — which were not seen as career enhancing. Even the early classes of Fellows experienced a lack of volunteers because of the perceived "danger" of being associated with such efforts.

Some mentioned that her visible role also included a willingness to tackle some of the political opposition to the changes, which demonstrated her own courage and gave heart to others who were experiencing opposition internally.

Perseverance toward a vision
The primary challenge that CDER was faced with was turning around a slow-paced drug review process that increasingly left none of the stakeholders satisfied with the results: consumers, politicians, drug companies, or patients. Dr. Woodcock's vision was that there needed to be a serious change in the way CDER did business, or it would become irrelevant in a world that demands better, faster, cheaper. But, initially, and even now in the eyes of some, the resistance to change was fierce.

Some interviewees mentioned that Dr. Woodcock is not charismatic in the traditional sense and that it is even possible to underestimate her. What was noted was how her personal character of deeply held beliefs, passion around those beliefs, and consistent enthusiasm and energy toward innovation came through loud and clear when she began to speak to groups or in one-on-one conversations.

This attribute of personal character is one seen in many of the so-called "built to last" leaders of organizations — a sense that "good enough" never is and that making things better must be a daily part of organization life. Dr. Woodcock seemed to be constantly questioning why innovation could not apply to drug review and why new ways of doing things could not be found. She apparently preached that the status quo simply was not acceptable and that she would not defend it. For those who had become comfortable with established procedures, even justifying them against public criticism, this was a hard path to take. But what stands out is how she persevered and continues to do so, challenging the established approach

and encouraging others to do so, but without a "take no prisoners" attitude. That likely has allowed change to occur slower than some would like, but without the human turmoil that sometimes accompanies driving change from the top and the bottom of the organization as she has.

Appendix C – Annotated Bibliography

The references in the footnotes contain the primary written sources for the published research behind this report. However, for senior leaders or others wishing to explore this topic in more depth, the following references provide a wealth of information about how to grow public service leaders at all levels. These individuals will become the leaders with the character and capability needed to transform the service of government to its citizens for the 21st century.

Leadership — The Overall Perspective

Burns, James McGregor. *Leadership.* New York: Harper, 1978.

The "classic" treatment of transformational leadership, done in a scholarly but readable way. Looks at leadership in every sector and from many angles, contrasting transactional and transformational leadership. Develops a general theory of leadership, which set the stage for later developments. Not nearly as practical, but good on the early theory behind most of what is discussed in this report.

Kotter, John. *Leading Change.* Boston: Harvard Business School Press, 1996.

The single best book to date on the link between leadership and change — the biggest challenge for today's leaders — written by the preeminent thinker

and researcher on the subject. It is readable, cogent, and eminently practical. His model, based on eight principles, comes out of extensive work with organizations that have failed to produce significant change. His concluding ideas on organizations of the future and how future leaders can grow to enable them to navigate through times of great change are highly insightful.

Kotter, John. *A Force for Change: How Leadership Differs from Management.* New York: The Free Press, 1990.

John Kotter has examined leadership and management in more practical detail than perhaps any thought leader. His understanding of how they differ in execution and in their results is well worth reading. It elucidates better than any source I have found the way in which public service leaders have gone down a management path that is no longer useful in an era of transformation of government.

Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge.* San Francisco: Jossey-Bass, 1996.

Another excellent framework for identifying the capabilities needed in exemplary leaders. The authors use a framework of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Their view is that leaders can and do make a

difference in producing results through people and can learn to do so. They also include the highly regarded Leadership Practices Inventory for a self-assessment or outside assessment of capabilities.

Rosen, Robert. *Leading People.* New York: Penguin Books, 1996.

Pioneer of the "healthy company" initiative Rosen sets forth a model for leadership based upon eight capabilities or principles: vision, trust, participation, learning, diversity, creativity, integrity, and community. An excellent source that is readable and practical, with great illustrations.

Ulrich, Dave, Jack Zenger, and Norm Smallwood. *Results-based Leadership: How Leaders Build the Business and Improve the Bottom Line.* Boston: Harvard Business School Press, 1999.

Written somewhat as a corrective to the notion that leadership is only about attributes or competencies of leaders. The authors focus on a balanced scorecard of results — people, organization, customers, investors — and how to become more results-focused as a leader. They ultimately conclude that to sustain results, leaders must build leaders.

Leadership — The Leader's Perspective

DePree, Max. *Leadership is an Art.* New York: Doubleday, 1989.
DePree, Max. *Leadership Jazz.* New York: Doubleday, 1992.

Max De Pree, former CEO of the highly successful Herman Miller Furniture design company in Zeeland, Michigan, reflects on his views of leadership and on the legacy of leadership he observed and implemented from his father and brother. Perhaps two of the more cogent treatments of leadership from the perspective of an individual who has thought long and hard about the subject and has been there.

Hesselbein, Frances, Marshall Goldsmith, and Richard Beckhard, eds. *The Leader of the Future.* San Francisco: Jossey-Bass, 1996.

These essays frame almost every aspect of leadership with an eye toward the qualities leaders of the future will need in all types of organizations — private sector, public sector, and social sector. Experienced academicians, consultants, and practitioners write on every aspect of leadership. A rich resource with a variety of useful perspectives from the Drucker Foundation for Nonprofit Management.

Pollard, William. *The Soul of the Firm.* Grand Rapids: Harper Collins Publishers, 1996.

Pollard, CEO of the top service company in the world, explains his approach to leadership, which centers on a value system that is rooted in the dignity of the individual and a focus on the core purpose of work and the business.

Sullivan, Gordon R., and Michael V. Harper. *Hope is Not a Method: What Business Leaders Can Learn from America's Army.* New York: Random House, 1996.

Sullivan, former chief of staff of the Army, explains how he helped lead the U.S. Army through a time of great change after the Vietnam War and the Gulf War and prepare it for its role in a changing world. A highly useful perspective from a public service leader.

Leadership — Character

Greenleaf, Robert. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness.* New York: Paulist Press, 1977.

Greenleaf is the godfather of the recent move toward an understanding of the importance of character and values in times of change. It is a study in the paradox of how power is best exercised and received. From the story of Hesse's Journey to the East, Greenleaf draws upon the metaphor of the self-effacing Leo. A servant on the journey, Leo proved to be central to its success, yet was himself a great leader of a monastic movement. A somewhat mystical treatment of leadership, but a philosophy that has endured as a way of leading and serving. An exemplary metaphor for public service leadership.

Guinness, Os, ed. *Character Counts: Leadership Qualities in Washington,* Wilberforce, Lincoln and Solzhenitsyn. Grand Rapids. Baker Books, 1999.

Character in leaders is often caught as much as taught. It is learned through observation and interaction. Guinness profiles four leaders — three from public service — and highlights how they developed character as leaders and how they lived it under the most trying of circumstances. This is not a "how to" but rather a call source of inspiration for those in public service.

O'Toole, James. *Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom.* San Francisco: Jossey-Bass, 1995.

This is a somewhat unorthodox treatment of the subject of leadership and change that draws upon history, moral and political philosophy, and practical experience. O'Toole served as the head of the Aspen Institute Executive Seminar and used his work with senior leaders over the years to diagnose the reasons for failure to produce significant change. He identifies the aspect of character, the moral foundation, as being where trust is built or erodes by profiling five "Rushmorean" leaders who have demonstrated the critical role of values-centered leadership. An excellent companion to Kotter's eight change principles.

Thrall, Bill, Bruce McNicol, and Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence,* San Francisco: Jossey-Bass, 1999.

One of the few books that tackles the notion that character in leaders can be developed within organizations that foster a culture of principles and values within senior leaders. The authors use the metaphor of "ladders" — leaders growing as they face ascending challenges related to both character and capability. They show how the two "ladders" must be combined to produce leaders for the future whom others can trust and follow. Through mentoring and coaching relationships, they contend, character is grown in the right culture.

Growing Leaders — The Practical Research Behind "Best Practices"

McCall, Morgan. *High Flyers: Developing the Next Generation of Leaders.* Boston: Harvard Business School Press, 1998.

Morgan McCall, now head of the Executive Leadership Program at the University of Southern California, distills the best knowledge of how leaders grow from his days as head of research for the Center for Creative Leadership and from his experience in developing senior executives. A highly readable and practical primer on how to grow leaders.

McCauley, Cynthia D., Russ S. Moxley, and Ellen Van Velsor, eds.. *The Center for Creative Leadership Handbook.* San Francisco: Jossey-Bass, 1998.

Perhaps the best single reference source for organizations seeking to grow leaders. Contains excellent, research-based sections on the experiences that grow leaders (360-degree feedback, skill-based training, challenging job assignments, developmental relationships, and hardships). Also included is an excellent review of a systematic process to grow leaders and some of the key issues organizations are likely to face — race, gender, and cross-cultural concerns.

Growing Leaders — "Best Practices" In Organizations

Collins, James C., and Jerry I. Porras. *Built to Last: Successful Habits of Visionary Companies.* New York: Harper Collins, 1994.

This contains perhaps the best work done to date on benchmark companies, which are also excellent for comparison to the public sector. These are all companies that have endured over time, experiencing both short-term failure and long-term success. Rooted in core purpose and core values, they build organizations that home-grow leaders with the values and cultural orientation that will ensure long-term stability and continuous, even dramatic, change. For those who think that the private sector has nothing of value for public sector situations — particularly the cultural foundations for growing leaders of character and capability and for a clear-eyed focus on *results.*

Conger, Jay A., and Beth Benjamin. *Building Leaders: How Successful Companies Develop the Next Generation.* San Francisco: Jossey Bass, 1999.

An excellent and up-to-date benchmarking of how the best develop leaders. Contains excellent cases of current best practices and an examination of how leaders are developed on the job including the use of action learning. A good discussion of the capabilities needed by future leaders is also included.

Managing Succession and Developing Leadership: Growing the Next Generation of Public Service Leaders. Washington, D.C: National Academy of Public Administration, 1997.

This is a benchmarking study of the best practices of both excellent public sector and private sector organizations and the systems that are most appropriate for public sector use. It also contains a practical guide to organizations wanting to take a strategic approach to leader development and succession management and has many excellent references including an annotated bibliography and a list of leader programs aimed at the public sector.

Tichy, Noel. *The Leadership Engine: How Winning Companies Build Leaders at Every Level.* New York: Harper Collins, 1997.

This is perhaps the best inside look at how companies that have a reputation for growing leaders do it. The insights of Tichy, a long-time consultant to Jack Welch at GE, offer practical applications to the theories of leader development and root it not in systems, but in the leaders themselves. An added bonus is an excellent practical application for senior leaders who want to identify their teachable points of view and shape them into stories to grow other leaders in their organization.

Vicere, Albert A., and Robert M. Fulmer. *Leadership by Design: How Benchmark Companies Sustain Success Through Investment in Continuous Learning.* Boston: Harvard Business School Press, 1996.

Very good on the strategic use of leader development as a means to drive the organization forward. Not as useful from the individual leader development perspective.

Growing Leaders — Mentoring

Bell, Chip R. *Managers as Mentors: Building Partnerships for Learning.* San Francisco: Berrett-Koehler, 1996.

Oriented almost exclusively toward techniques that a leader or manager who wants to become an effective mentor can use. It is cogent and practical.

Biehl, Bobb. *Mentoring: Confidence in Finding a Mentor and Becoming One.* Nashville: Broadman and Holman, 1996.

Written for both potential and current mentors and for mentees as well. An excellent basic guide to finding mentors and mentees and what to do once the relationship begins.

Hendricks, Howard, and William Hendricks. *As Iron Sharpens Iron: Building Character in a Mentoring Relationship.* Chicago: Moody Press, 1995.

As the title implies, this looks at mentoring as a lifelong relationship that helps shape character in another. Written from a spiritual perspective, it is still down to earth, practical, and aimed at both mentors and mentees, with a good discussion of the notion of legacy.

Stanley, Paul D., and Robert J. Clinton. *Connecting: The Mentoring Relationships You Need to Succeed in Life.* Colorado Springs: NavPress, 1992.

Built solidly on the importance of shaping relationships, the authors do a better job of making distinctions among the various mentoring roles — the intensive, occasional, and even passive role. They dig deeply into the nature of these different relationships and draw upon historical situations and cases to illustrate their findings. A thorough and unique treatment of the nature of developmental relationships over a lifetime rather than a specific career.

Growing Leaders — Coaching

Cotlich, David, and Peter Cairo. *Action Coaching: How to Leverage Individual Performance for Company Success.* San Francisco: Jossey-Bass, 1999.

An application of the action learning approach to growing leaders, this focuses on the coaching practices that leaders can use to help grow leaders within their organizations. It is based on using real life experiences in organizations and on the development of a few tools and skills that will help develop others and move the organization forward at the same time.
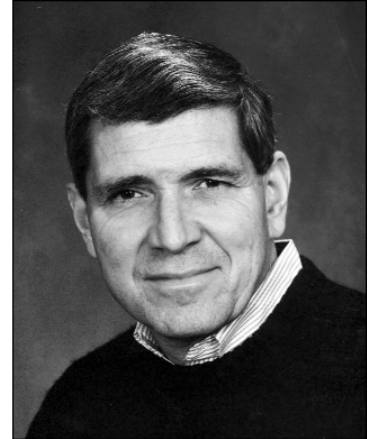
Hendricks, William, ed. *Coaching Mentoring and Managing.* Franklin Lakes, NJ: National Press Publications, 1996.

Covering the gamut of leader roles in relation to growing leaders, this book includes several case studies, analyses of specific situations, and tools to be used. Can be used as a text for a course for leaders or as a reference for particular issues or skill development.

Peterson, David B., and Mary Dee Hicks. *Leader as Coach: Strategies for Coaching and Developing Others.* Minneapolis: Personnel Decisions International, 1996.

Practical and highly readable approaches for leaders with coaching aspirations but who need a place to start. The authors identify ways in which good leaders can build trust and understanding partnerships with people, inspire commitment and motivation, grow the skills of others, and promote persistence undergirded by a supportive culture.

About the Author

Ray Blunt primarily focuses on working with public service leadership development, and succession and change management initiatives as a consultant, instructor, coach, and mentor. He has been affiliated with the Council for Excellence in Government since 1997 as a leadership coach and with the Leadership Development Academy of the Graduate School as an instructor and executive coach. He has also been a senior consultant with the Center for Human Resources Management, National Academy of Public Administration (NAPA).

Blunt has worked as a consultant and executive coach with a number of governmental organizations including the World Bank, the Department of Treasury, the Federal Energy Regulatory Commission, the Health Care Financing Administration, the National Archives and Records Administration, the Peace Corps, the Office of Personnel Management, the Pension Benefit Guaranty Corporation, the National Park Service, and the U.S. Geological Survey.

He frequently speaks to a variety of forums in the public sector on leadership and strategic thinking issues. He has also worked extensively with non-profit organizations in strategic planning and board management.

Blunt served 35 years in public service in the Air Force, the Department of Commerce, and the Department of Veterans Affairs, the last 17 of those years as a senior executive. He has successfully led a number of significant change initiatives and headed organizations involved in strategic planning, and policy and organizational analysis.

He is a 1964 graduate of the U.S. Air Force Academy with a concentration in engineering and political science and holds a master's degree in economics from Central Missouri State University. He has done post-graduate work in management and theology. He and his wife B.J. have two grown children and two grandchildren and are active in their church and community. He enjoys several outdoor activities including cycling, backpacking, rollerblading and birding.

He has written articles for *The Government Executive* and *The Public Manager*, and co-authored with Hugh Clark *Managing Succession and Developing Leadership: Growing the Next Generation of Public Service Leaders*. The National Academy of Public Administration, September 1997.

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