Development of Leadership Performance in The Firms And Its Impact To Managerial Success

İşletmelerde Liderlik Performansının Geliştirilmesi ve Yönetsel Başarıya Etkisi

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Özet:

Liderler, çalışanların verimliliği, işgücü devri ve örgütsel moral üzerinde etkilidirler. Özellikle, örgütler arasında liderlik performansının geliştirilmesine ilgi güçlüdür. Literatürde, liderlik geliştirme uygulaması ve onun bilimsel temeli arasında bağlantısızlığın yanı sıra lider ve liderlik geliştirme arasındaki ayrımlar konusunda bir kavram karışıklığı bulunmaktadır. Bu araştırma, üç bağlamsal boyutla liderlik geliştirme alanını incelemektedir: (1) liderlik geliştirmeyi kavrama (kavramsal bağlam); (2) devam eden örgütsel çalışma bağlamında gelişimsel durumu (teori bağlamı); ve (3) liderlik performansının geliştirilmesinin örgütlere etkilerinin özetlenmesi (araştırma bağlamı). Bu araştırmanın kapsamlı amacı, örgütlerdeki önemini göstererek, liderlik performansının geliştirilmesi ve uygulama yöntemleri arasında bir köprü kurmaktır. 360 derece geri besleme (feedback), yönetici koçluğu, mentorluk, şebeke kurma, işlere görevlendirme ve yaparak öğrenme dahil spesifik konular incelenmektedir. Liderlik performansını geliştirme, bir sonuç değil, sistemik bir süreçtir. Etkili liderlik performansını geliştirme uygulamaları spesifik işletme zorunluluklarıyla ilişkilidir.

Anahtar Kelimeler: *Liderlik, Liderlik Geliştirme, Liderlik Performansı, Yöntemler, Süreç*

Abstract:

Leaders have an impact on employee productivity, labour turnover, and organizational morale. Interest in leadership performance development is strong, especially among organizations. In literature there is conceptual confusion regarding distinctions between leader and leadership development, as well as disconnection between the practice of leadership development and its scientific foundation. This study review examines the field of leadership development through three contextual dimensions: (1) understanding leader development (conceptual context); (2) reviewing how state-of-the-art development is being conducted in the context of ongoing organizational work (theory context); and (3) summarizing that has implications for the organizations of leadership performance development (research context). For this study the overall purpose is to bridge the practice methods and development of leadership performance by showing the importance in organizations. Specific practices that are reviewed include 360- degree feedback and executive coaching, mentoring and networking, and job assignments and action learning. Leadership performance development must become a systemic process, not an event. Effective leadership performance development practices are tied to specific business imperatives.

Keywords: *Leadership, Leadership Development, Leadership Performance, Methods, Process*

108 "İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi
"IS, GUC" Industrial Relations and Human Resources Journal

Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02

INTRODUCTION

The hyper-competition of today's environment is a condition that has been identified by D'Aveni (1994) and is characterized by intense and rapid moves and interactions among competitors who quickly build their advantage and erode their rivals' advantage. The greater complexity arises from the increased access to and availability of information, the need to manage this information more effectively, and a widening global scope of competitors. In addition, Foster and Kaplan (2001: 15) argue that "the assumption of continuity, on which most of our leading corporations have been based for years, no longer holds. Discontinuity dominates." They surmise that S&P 500 companies surviving into the 2020s will be "unlike the corporate survivors today. They will have to be masters of creative destruction—built for discontinuity." As Wheatley (1999) summarizes, "Instead of the ability to analyze and predict, we need to know how to stay acutely aware of what's happening now, and we need to be better, faster learners from what just happened." This learning orientation necessarily shifts the orientation of the leader.

At the core of the difference is an orientation toward developing human capital (leader development) as compared with social capital (leadership development). Orientation toward human capital emphasizes the development of individual capabilities such as those related to self-awareness, self-regulation, and self-motivation that serve as the foundation of intrapersonal competence (McCauley, 2000). Orientation toward social capital emphasizes the development of reciprocal obligations and commitments built on a foundation of mutual trust and respect (Drath, 1998:403-432) it rests on a foundation of interpersonal competence, but ultimately, it requires enactment. Leadership is developed through the enactment of leadership. Interest in leadership development appears to be at its zenith. One indicator of this interest is seen in survey results highlighting the increased attention and resources given to leadership development (The Conference Board, 1999). Many organizations are viewing leadership as a source of competitive advantage and are investing in its development accordingly (Vicere and Fulmer, 1998).

Today, effective leadership is commonly viewed as central to organizational success, and more importance is placed on leadership development than ever before. Developing "more and better" individual leaders is no longer the sole focus of leadership development, although it remains a critical aspect (Broome and Hughes, 2009). Executives operate at the boundary between their organization and the external environment whereas most managers are more organizationally and functionally oriented. Executives must formulate company strategy and play a critical role in its implementation and — roles which they played to a far lesser degree prior to their executive appointment (Burgleman, 1983: 223-244).

This article has been structured to:

- Understanding concept of leadership performance development and its importance for firms,
- Define methods for the leadership performance development in a detailed way and to investigate of ongoing organizational work (theory context) about the issues on development of leaders and leadership performance development
- Summarizing that has implications for the organizations within perspectives suggested by current through leadership performance development activities.

1. Development Of The Leadership Performance and Its Importance For The Businesses

Leadership in recent years has become a growth industry. Politicians demand more of it, academics decry the lack of it, and potential school leaders are deciding 'to hell with it'. In addition to building individual

leaders by training a set of skills or abilities and assuming that leadership will result, a complementary perspective approaches leadership as a social process that engages everyone in the community (Wenger and Snyder, 2000). In this way, each person is considered a leader, and leadership is conceptualized as an effect rather than a cause (Drath, 1998). Leadership is therefore an emergent property of effective systems design. Leadership development from this perspective consists of using social (i.e., relational) systems to help build commitments among members of a community of practice (Wenger, 1998).

The quest for a corporate savior causes companies to overlook talented individuals already within the organization. These talented individuals often have successfully maneuvered through years of company politics and the organizational culture. With the appropriate training, cultivating leaders from within an organization can provide the most effective leadership candidatesn (The Economist, 2004: 57-58). This training should encompass both an efficient succession plan and subsequent leadership development activities. Companies should attempt to use internal employees who are knowledgeable in their particular field. This utilizes the leadership candidates that have practical application skills and provides a sense of connectivity with employees across the organization (Conger and Fulmer, 2004: 38-42).

It is important to examine leadership developmental theory to determine how best to address training and developmental requirements and to determine what is in the realm of possibility with respect to training an individual to be an effective leader. Organization theory defines effective leadership as, "directing, motivating, and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success (Ottawa: DND Canada, 2005). The concept of a born leader is reserved for those who take a trait perspective to leadership. They believe certain characteris-

tics, such as height or language ability, make an individual better suited for leadership roles (Northouse, 2001).

The qualitative aspects of leadership manifest themselves in the positive morale of subordinates. The qualitative aspects of effective leadership are linked to long-term growth and productivity and are critical to any organization's continued success. It is easy to determine that leadership plays a role in all that we do but it is difficult to assign a value that can be used to do a cost benefit analysis of leadership development initiatives. For a leadership development program to be successful it cannot be seen as expensive nor can it detract from ongoing operations (Day, 2000: 3).

Leadership development is defined as expanding the collective capacity of organizational members to engage effectively in leadership roles and processes (McCauley et al., 1998). Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered to be position- and organization-specific (Keys and Wolfe, 1988: 307-336). Leadership development involves building the capacity for groups of people to learn their way out of problems that could not have been predicted, or that arise from the disintegration of traditional organizational structures and the associated loss of sensemaking (Weick, 1993: 628-652).

Leadership development can be thought of as an integration strategy by helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives. An overall approach to leadership development as a type of organizational development strategy requires a purposeful transformation toward

110 **"İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi**
"IS, GUC" Industrial Relations and Human Resources Journal

Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02

higher levels of both leadership integration and differentiation. This is an example of a move toward what has been termed "organized complexity" (Gharajedaghi, 1999).

While some organizations have developed formal on-boarding interventions, the typical approach tends to be quite limited in scope and does little to effectively 'on-board' an executive leader. A handful of organizations such as Dell and Toyota do have sophisticated on-boarding programs at the executive level (Fulmer and Conger, 2003). The underlying premise is that failures at the executive level can best be avoided through a careful selection of jobs and bosses over the life span of a manager's career (Conger and Benjamin, 1999).

As can easily be imagined, the price of leadership failures in the executive ranks is very costly for any organization. Beyond the direct costs of on-the-job development, severance, and recruitment, there are more significant costs to the organization such as stalled organizational initiatives, loss of business knowledge, damage to customer and staff relationships, dampened employee morale, and lost opportunities. Given these high costs, there is a great need for developmental interventions that place a strong emphasis on pre-empting failures in senior leadership roles (Conger ve Fishel, 2007: 442-454), Several trends will have a major role in our future understanding and practice of leadership and leadership development. They represent, in different ways, the critical role changing contexts will play in leadership development (Broome ve Hughes, 2009: 29-31):

1. Leadership competencies will still matter; Leadership competencies will still matter, but they will change as the competitive environment changes. According to a Conference Board study five critical forces will shape leadership competencies (requirements) in the future: 1) global competition, 2) information technology, 3) the need for rapid and flexible organizations, 4) teams, and 5) differing employee needs.

2. Globalization/internationalization of leadership concepts, constructs, and development methods; Globalization will intensify the requirement that senior leaders deal effectively with a complex set of constituencies external to the organization. Leadership development is rapidly moving to include substantial components involving international markets, world economic trends, and focus on particular regions such as the Asia Pacific rim.

3. The role of technology; The technology revolution has changed organizational life. Leaders will clearly have to be much more savvy with regard to technology in general. Given the pace of change and the speed of response time that leaders are now required to demonstrate, technological savvy has rapidly become an integral aspect of leadership effectiveness.

4. Increasing interest in the integrity and character of leaders; A leader's credibility and trustworthiness are critical, and increasing numbers make the case that character—as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good—represents the most critical quality of leadership. Assuming there is continuing if not increasing interest in the character of leaders, much work is needed in the years ahead to assure greater clarity of concept about these vital-yet-elusive concepts if they are to play a prominent role in leadership development practices in organizations.

5. Pressure to demonstrate return on investment; The future trends noted reflect in part a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI (Return on Investment). In today's economy, leadership development expenses will likely have to meet certain standards of proof of impact or return on investment.

6. New ways of thinking about the nature of leadership and leadership development. Increasingly, leadership and leadership development are seen as inherently collaborative, social, and relational processes. As a result, leadership will be understood as the collective capacity of all members of an organization to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment.

2. Methods For The Leadership Performance Development

Campbell and colleagues take Katz and Kahn's notion of leadership as 'incremental influence' as the foundation for their conception of leadership development. Thus, the aim of leadership development is to enhance "inter-personal influence over and above the influence that stems from a person's positional authority or legitimate power" (Campbell et al., 2003). From this perspective, the most effective leadership development methods are likely to be those that develop core influencing skills including values that can serve as a 'moral compass', problem-defining and problem-solving skills, task facilitation skills, and communication and motivational skills (Katz, D. and Kahn, 1978). Mabey (2002: 1139-1160) found that successful companies use a variety of formal, informal and external approaches to development and Burgoyne et al. (Burgoyne et al., 2004: 49) conclude that: "The evidence on how management and leadership works is that it works in different ways in different situations. The practical implication of this is that to get the benefit of management and leadership development requires the design of appropriate approaches for specific situations rather than the adoption of a universal model of best practice."

2.1. Formal Programs

The backbone of most leadership development systems is the formal program. At minimum, a formal program consists of a classroom seminar covering basic theories and principles of leadership. Most "best practice" programs go beyond this traditional classroom format to include any or all of the following: structured reflection, 360-degree assessment and feedback, coaching, action learning, and outdoor challenge. The formal program serves as a shell under which a variety of practices can be introduced to address the desired training objectives. (Conger and Benjamin, 1999: 86). Leadership instructors should not be teaching outdated worldviews, which is partly what happened at places such as GM and IBM that had difficulty competing when the nature of their respective markets changed dramatically (Conger, 1992). Adult learning theory suggests that individuals prefer different ways of learning. Many formal programs incorporate different training approaches that are based on varied learning methods to accommodate alternative learning styles.

2.2. 360-degree Feedback

360-degree feedback, multi-source feedback, and multi-rater feedback are all terms used to describe this method of systematically collecting perceptions of a manager's performance from different viewpoints. Rating sources typically include peers, direct reports, supervisors, and multiple stakeholders outside the organization (e.g., customers and suppliers). An advantage of such intense, comprehensive scrutiny is that a more complete and accurate picture of an individual's performance is obtained (O'Reilly, 1994: 93). A critical assumption of this approach is that performance varies across domains, and that someone behaves differently with superiors, peers, customers, or direct reports. An advantage of the multi-source approach is that it compensates for differences in opportunities to observe various aspects of an individual's performance. There are several decision points that often dictate the ultimate success of 360-degree feedback, including choosing a sound instru-

112 **"İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi**
"IS, GUC" Industrial Relations and Human Resources Journal

Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02

ment; collecting the data and the related issues of rater selection and preparation; enhancing acceptance of the feedback; and creating a development plan for behavioral change (Chappelow, 1998: 29-65).

2.3. Executive Coaching

According to experts in the field, executive coaching is "a practical, goal-focused form of personal, one-on-one learning" (Hall, Otazo and Hollenbeck, 1999: 40). Coaching may be used to improve individual performance, enhance a career, or work through organizational issues such as change initiatives. It tends to be a relatively short-term activity aimed at improving specific leadership competencies or solving specific problems. Texas Commerce Bank provides another example where coaching is provided to an entire group of executives. In this case, it was offered to the 25 senior executives. Texas Commerce used five external coaches (each executive assigned to his/her own coach) for six coaching sessions over a six-month period (Hollenbeck and McCall, 1999: 172-200).

The content of the coaching began with the issue of conflict management, but was allowed to diverge over the sessions to address any individual need. Providing a coach to an entire executive group has the advantage of having all recipients on equal footing. However, coaching an entire team can sometimes be a charade for getting one particular executive help without appearing to single him or her out. Executives also contract with coaches on their own. The International Coaching Federation (http://www.coachfederation.com) offers a service whereby prospective clients are matched to coaches who are federation members. Most of these coaches have backgrounds in either organizational or clinical psychology. There are some coaches whose primary credentials are their first-hand experiences in a senior-level position. (Drath, 1998: 403-432).

2.4. Job Assignments

An influential study on the forces in organizations that promote leadership skills found that the so-called lessons of experience were most pivotal to development (McCall, Lombardo and Morrison, 1988). Job assignments were singled out as particularly helpful to managers in learning about building teams, how to be better strategic thinkers, and how to gain valuable persuasion and influence skills. Some types of jobs are more developmental than others, and different kinds of developmental assignments are associated with different kinds of learning (McCauley and Brutus, 1998). Jobs that are more developmental include "stretch" assignments that put a manager in a new situation with unfamiliar responsibilities – especially high-responsibility and high-latitude jobs. Ultimately, choosing the right job assignments for people is about leadership development and succession planning (Day, 1999: 20-23).

2.5. Mentoring Programs

Formal mentorships differ from the informal kind in that the former are assigned, maintained, and monitored by the organization. Formal mentorships differ from the informal kind in that the former are assigned, maintained, and monitored by the organization. Most commonly, formal mentoring programs pair a junior manager with a more senior manager, although the pairing can occur with a peer or an external consultant (Douglas, 1997). Although many of these relationships are of an informal nature because the organization does not make an explicit pairing, part of the process is formal because mentoring is an important criterion in partners' appraisals. (Sherman, 1995: 100).

2.6. Networks

As a way of breaking down functional silos, some organizations include development activities aimed at fostering broader individual networks. An important goal of networking initiatives is to develop leaders beyond merely knowing what and knowing how, to knowing who in terms of problem-

solving resources (Vicere and Fulmer, 1997: 167). Another type of networking involves the interaction of groups of managers and executives who have common training or job experiences. These groups meet regularly over lunches or through electronic dialogue to share their mutual challenges and opportunities, with a goal of applying their learning on an informal, ongoing basis. (Day, 1999: 20). Working in a globally dispersed yet technologically sophisticated organization presents numerous challenges (and creative opportunities) with regard to networking. Although the technology does not facilitate personal face-to-face networking between participants, managers can call with questions or concerns and get real-time responses. ("Global Reach, Virtual Leadership," 1999: 80.)

2.7. Reflection

Introspection and reflection are types of personal growth training for leadership development that are used to uncover people's hidden goals, talents, and values, and how they are enacted at work (Conger, 1993: 19-30). Reflection can enhance a better understanding of who you are. In a more academic vein, the action-observation-reflection model (Kolb, 1983) is based on the assumption that people learn more from their experiences when they spend time thinking about them. These activities include journal writing, small-group discussions, and individual sharing with a learning partner. Successful reflection activities are tied to continuous learning. However, not all organizations value reflection and introspection (Day, 1999: 20-23).

2.8. Action Learning

The sponsors of traditional programs became justifiably frustrated. For these reasons, a number of organizations have embraced the action learning process, which is as a continuous process of learning and reflection, supported by colleagues, with an emphasis on getting things done. A key advantage of action learning is that it is problem- or project-based. Action learning ties individual development to the process of helping organizations respond to major business problems. As such, action learning advances both the agenda of the organization as well as the development of its leaders. (Day, 1999: 20-23). An important point to consider is that whereas the action learning process is similar across different organizations, the business imperatives that drive the process are different. Perhaps the most important commonality is creating a "microworld" (Senge, 1990) that enables learning through doing. This type of parallel, temporary system is realistic yet safe. People are encouraged to try new things and to stretch their thinking and behavior. In addition, action must be accompanied by reflection about the action; otherwise, there is little structured guidance for learning from experience (Froiland, 1994: 27-34).

2.9. Outdoor Challenges

The outdoor challenge, also known as wilderness training, is another popular means of developing teamwork and team-based leadership skills. Such programs might be seen as the opposite of reflection, because outdoor challenges are action-based. The origins of outdoor leadership development programs can be traced to Outward Bound (Conger, 1993). In addition to building teamwork and leadership skills, outdoor challenges also encourage participants to overcome risk-taking fears. Outdoor adventure activities can include whitewater rafting, rappelling, and even mountain climbing (McClenahen, 1990). A recent twist on the outdoor challenge is the war game. There is plenty of anecdotal evidence in favor of these kinds of programs. Despite such glowing praise, there is no conclusive evidence that outdoor challenges lead to enhanced development back on the job (Vicere and Fulmer, 1997: 167).

3. Process Of The Leadership Performance Development

A desirable feature of any leadership development practice is that it is oriented to-

ward future leadership competencies. Simply compiling lists of current knowledge, skills, and abilities needed for success is a recipe for obsolescence. That is one reason why the move toward leadership competencies is so popular: The very word "competencies" is more future-oriented than knowledge, skills, and abilities. However, the importance is not in terms of what label is used, but how the competencies help drive the development of desired behaviors and values. Deciding how to weight competencies in development and evaluation practices is important (McKenna, 1990: 16-19).

Starting at middle-management levels, the combination of succession planning and leadership development can create a long-term process for managing talent across the organization. There are five rules for building a pipeline of leadership candidates (Emerald Insight Staff, 2004: 31-35):

(1) Focus on development succession management must be a nexible system oriented towards developmental activities, not just a list of high-potential employees and the positions they might well;

(2) Identify ``linchpin'' roles that are essential to the long-term health of the company rather then focusing exclusively on a few senior positions

(3) Create a transparent succession management system, consider allowing people to know exactly where they stand best-practice companies now rely on Web-based succession management tools to promote greater transparency and ease of use;

(4) Measure progress regularly this shows the extent to which an organization can will important positions with internal candidates, and also helps it identify gaps more broadly; and

(5) Ensure that succession management systems remain nexible they are effective only when they respond to users' needs, and when the tools and processes are easy to use and provide reliable and up-to-date information.

Companies committed to a succession plan must follow through with the rigorous implementation required. Top-level commitment is also vital;

There are three elements to a comprehensive leadership-management process (Emerald Insight Staff, 2004: 31): (1) strategic planning; (2) talent management; and (3) continuous deployment. The basis of all leadership management has to be the strategic plan. The first step is to identify and prioritize the critical roles the positions that will add most value most quickly. Second, the requirements of leadership supply, fulfillment and deployment can be set out with a clear understanding of what is needed and when it must achieved. Finally, you run a classic gap analysis, looking for holes between the requirements and the leadership talent available and building the plans to stop up those holes. There has to be a continuous process of deployment and redeployment to ensure that at all times the right people are in the right jobs (Emerald Insight Staff, 2004: 35).

According to Boyatzis (1982), effective performance is the attainment of specific results (outcomes) through specific actions while maintaining policies, procedures and conditions of the organizational environment. Most leadership development interventions are focused on individuals, but when these interventions are attended by many individuals in the same organization, the capabilities of whole groups may be positively influenced. Under these conditions, an assessment of impact might focus on both individual and group or organizational impact. The objective of the leadership development model and process is to have a positive impact on the following areas of capability (Day, 2000: 3):

• **Knowledge Acquisition**: New knowledge can be acquired in almost any development intervention, such as feedback-intensive programs, skills-based training, or job assignments. Ac-

cording to Van Velsor (1998) the knowledge acquired through all these experiences takes various forms. Leaders gain new information about themselves or about how others perceive them, or they learn new concepts about leadership itself, such as the components of transformational leadership or the dimensions of personality that affect leadership style.

- **Self-awareness:** A leader's understanding of his/her own strengths and weaknesses, and the impact his/her behaviour and attitude have on other people, can be enhanced through experiences that are rich in feedback from others, such as participation in a 360°assessment and feedback process.

- **Perspective change:** According to Van Velsor (1998), perspective change is similar to building increased self-awareness in that it is a change in attitude rather than an observable behaviour. Perspective change, like increased self-awareness, can be the result of knowledge acquisition. According to Van Velsor (1998), perspective change, like self-awareness change, can underlie a change in behaviour (Van Velsor, 1998: 58-84).

- **Skills Development:** Intentional skills development or improvement often begins after an assessment experience such as a feedback-intensive program or a 360° assessment and feedback has created awareness of the need for improvement. Skills-based training and on-the-job learning are probably the two most frequently used methods for developing new skills. Mastering new skills often takes time and exposure to multiple experiences. Skills that are dependent on learning a process, such as giving constructive feedback or conflict resolution, can be acquired more quickly (Van Velsor, 1998: 58-84).

- **Behaviour Change:** Behaviour change involves acting and reacting differently to situations and problems. Behaviour change is like skills development in that

both take great effort and practise. More complex behaviour changes, such as collecting further data before making a decision or actually allowing the perspectives of others to influence one's own, are only achieved with more time, more effort and higher motivation (Van Velsor, 1998: 58-84).

According to Kouzes and Posner (2002), leaders feel more motivated to persist in their efforts if they experience a series of successes. The process of development should therefore consist of a series of milestones. Development targets can therefore be pursued in manageable increments rather than asking leaders to take giant leaps. The milestones should be identified in terms of achieving goals, such as completing the study of management development literature, attending a seminar or completing a challenging assignment.

4. Additives To Managerial Success Of The Leadership Performance Development

Usually, the expectation is that leaders who are given opportunities for development become more effective group leaders and enhanced leadership generates increased productivity in the workgroup. If leaders are sent to development events in large numbers, there is often a expectation that the impact will be felt throughout the organization. At this level, the desired impact can also be financial through improved organizational performance (Van Velsor, 1998: 58-84). According to Drath (1998), current leadership development practices seeking to create a framework for practising leadership development more systemically in organizations, are already pointing the way toward promising new directions (Drath, 1998: 403-432).

If the organization can teach the leader to reach out to co-workers, to listen and learn, and to focus on continuous development, both the leader and the organization will benefit. After all, by following up with colleagues, a leader demonstrates a commitment to selfimprovement— and a determination to get better. This process does not have to

take a lot of time or money. There's something far more valuable: contact Goldsmith and Morgan, 2003: 79). Ideally, a well designed on-boarding intervention can and should serve three purposes. The first is to *minimize the possibility of derailment* on the job. By accelerating the new executive's understanding of the role demands and by providing support through constructive feedback, coaching, and follow-up, a well designed program can and should pre-empt failures. The second role is to *accelerate the performance results* of the new leader (Watkins, 2003).

Effective on-boarding interventions should shorten this cycle of learning by accelerating the development of a network of critical relationships, clarifying leadership and performance expectations, and facilitating the formulation of more realistic short and medium term performance objectives. A third role for on-boarding interventions concerns organizations that are aggressively pursuing acquisitions or experiencing high growth rates. An effective on-boarding intervention can *facilitate a far smoother integration experience* for these incoming executives. It accomplishes this by helping them to rapidly acquire an understanding of the business environment, socializing them into the organization's culture and politics, building a network of critical relationships, and familiarizing them with the operating dynamics of the executive team (Conger and Fishel, 2007: 442-454)

Barling et al (1996) conducted a study on the effects of transformational leadership training in one region of a large Canadian bank. The study was small but noteworthy for its stringent design. This took pre- and post-training ratings and compared those receiving training with a matched sample of managers who did not. Significantly positive impacts were found for those participating in the training when measured by subordinate perceptions of their leadership, subordinate ratings of their own organisational commitment and two aspects of branch level financial performance (Barling, Weber and Kelloway, 1996: 827-832).

In a study of the state of leadership in UK organisations, Horne and Stedman Jones (2001) concluded that where systematic implementation of leadership development did exist, this related strongly to the perceived quality of leadership in that organisation and organisational performance. The latter was measured by self-report estimation of financial turnover during the past three years. The leadership development methods perceived as most effective were found to be formal mentoring, project management and 360 degree feedback (Horne and Stedman, 2001).

5. Conclusions

Personal and organizational success will require new ways of working, new practices, new thinking to achieve the extraordinary performance and results demanded by today's environment. This new future will require individual and collective leadership across the organization. In building the leadership capacity necessary continually to reinvent themselves, organizations need to attend to both individual leader and collective leadership development. Emerging new perspectives on the nature of leadership may profoundly affect our thinking about leadership development. As a result, leadership will be understood as the collective capacity of *all* members of an organization to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment. A variety of practices have been developed and implemented in organizations for reasons leadership performance development. The practices of 360-degree feedback and executive coaching, mentoring and networking, and job assignment and action learning have all been lauded as beneficial for leadership development in one application or another. Core key to effective implementation is having the organizational discipline to introduce leadership performance development throughout the organization, rather than bounded by specific (usually top) levels. In turn, leadership performance development is converted into improved business results and increases the value of what leaders contribute to the organization.

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118 **"İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi**
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Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02

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120

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Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02

"İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi
"IŞ, GUC" Industrial Relations and Human Resources Journal

Nisan/April 2011 - Cilt/Vol: 13 - Sayı/Num: 02