Leadership Development:
An Annotated Bibliography

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Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly*, *16*(3), 315-338.

While Avolio and Gardner are mainly focused on describing the environmental and organizational conditions needed for authentic leadership to exist (which are that the environment is inclusive and promotes life-long learning), they also touch on the process of developing leaders authentically. From the development perspective, they note that achieving authentic leadership is a complex process and disagree with the notion that it can be achieved through a discrete program. They point to a more successful model of long term nurturing of relationships between followers and leaders as a path to success.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, *97*(2), 117-134.

Using a combination of seven studies on the topic of ethical leadership, Brown et al. have developed and refined a measure to understand the degree of influence a leader has on the ethical decisions of his/her employees. They explore the idea of the leader as role model and attempt to trace that influence quantitatively into areas of job satisfaction, dedication and perceived effectiveness.

Browne-Ferrigno, T., & Muth, R. (2006). Leadership mentoring and situated learning: Catalysts for principalship readiness and lifelong mentoring. *Mentoring & Tutoring*, *14*(3), 275-295.

Using the education sector as a lens, Browne-Ferrigno and Muth identified two key success factors that readied teachers to assume the duties of a school principal. First, leadership mentoring is similar as to what has been described elsewhere, but their second concept is on-the-job training that the authors call situated learning. This allows for a more hands-on apprenticeship under the guidance of an experienced leader to understand the daily decisions and ramifications of those choices. The authors' overall approach is more practical than theoretically noteworthy.

Buckingham, M. (2012). Leadership development in the age of the algorithm. *Harvard business review*, *90*(6), 86-92.

Buckingham explains that a one-size-fits-all model for training leaders is no longer adequate in an age of targeted and customized profiles with a multitude of data points about each individual. Generic content cannot compete with leadership training that is designed to augment strengths and develop strategies to cope with weaker areas. Buckingham points to dynamic and adaptable leadership development programs as a more viable path for personalized success in the long-term.

Conger, J. A., & Fulmer, R. M. (2003). Developing your leadership pipeline. *Harvard business review*, *81*(12), 76-85.

Beginning with the question 'why do companies keep leadership development and succession planning separate?' Conger and Fulmer discovered that by combining the two practices, companies would be better positioned to manage and retain talent in the long term. Through a series of case studies, the authors point to the identification of high potential employees as the most important first step to developing leaders who can ultimately succeed into management roles. Both initiatives share the common goal of getting the right skills in the right place so it is logical to align a firm's efforts in this area.

Cooper, C. D., Scandura, T. A., & Schriesheim, C. A. (2005). Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly*, *16*(3), 475-493.

Also working in the realm of authentic leadership, Cooper et al. take issue with the fact that authentic leadership theory has not been adequately tested nor is there agreement on how it can be measured. Therefore, because of this uncertainty the authors maintain that authentic leadership development cannot be put into practice until some clarity is found among scholars. In addition, they raise a number of foreseeable barriers as to why that consensus will be difficult to achieve: ensuring a program is genuine, the problems with replicating 'trigger events,' deciding if ethical decision making is a teachable skill, and some selection process for determining who should be able to enroll in such a program.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal Leadership: Unleashing the Power of Emotional Intelligence.* Harvard Business Press.

Goleman et al. look at how to imbue a group, team or organization with more emotional intelligence. They have identified five specific reasons why leadership-building initiatives fail. All five stem from the same core issue that companies focus too much on an individual person's emotional intelligence and that development programs are too disconnected from the larger organizational culture to actually succeed.

Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances.* Harvard Business Press.

In his chapter on coaching as part of a leader's responsibilities, Hackman focuses more on how to develop teams rather than training leaders to coach their own teams. Yet his distinction between the three types of coaching leaders should understand is a key part of any leader's own development process. He describes the three types as: coaching that addresses effort is motivational to build shared commitment to the group and its work, coaching that addresses performance strategy is consultative with the goal to minimize reliance on old habits and improve processes, and finally, coaching that addresses knowledge and skill is educational in an effort to level the playing field of team members' skills.

Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3). John Wiley & Sons.

Kouzes and Posner offer three key actions that support their central thesis that, "Strengthening others is essentially the process of turning constituents into leaders – making people capable of acting on their own initiative." They identify the three elements to achieve this as: increase individual accountability by delegating authority and reducing approvals, rules and routine work; offer visible support – make your team members highly visible to get them noticed and recognized for good work; and third, conduct monthly coaching conversations as this will bolster continuous development and both parties can learn how they can be doing better. These three actions when executed together create a virtuous cycle that snowballs as power and responsibility are extended to others in a decentralized team structure.

MacDonald, C. (2013). Ethical Leader as Ethics Coach. In Kimmel, BB, *Trust Inc.* 117-
122. Next Decade Inc.

MacDonald sees leadership not only as making ethical decisions, but as an ethical barometer for employees to gauge their own ethical decision making. He identifies three concrete ways that leaders can instill ethics in leaders-in-training through the role of 'ethics coach': remind employees of the ethical dimension to their jobs, open channels of communication to discuss ongoing ethical dilemmas, and be willing to help broach those conversations with external third parties. An empowered workforce is better equipped to continue that ethical tradition within the organization even after the instigating leader has departed.

McCall, M. W. (2010). Recasting leadership development. *Industrial and Organizational Psychology*, *3*(1), 3-19.

When there is such widespread agreement that experiential learning is the best way to develop leadership capabilities, McCall seeks to understand why that ideology isn't put into practice more often. He recommends taking this development process out of the hands of HR departments and better integrating situational/experiential learning into the core fabric of everyday business practices. For this to be effective, the developing leader must be constantly reflecting on how situations were handled and more effective tactics to take. To assist in this ongoing reflection process, McCall advocates for a 'wise counselor' executive who can assist with the development of line managers and mentor many through their development process.

Ofori, G. (2009). Ethical leadership: Examining the relationships with full range leadership model, employee outcomes, and organizational culture. *Journal of Business Ethics*, *90*(4), 533-547.

Ofori draws a clear distinction between ethical and transactional leadership styles, as he attempts to connect positive employee outcomes and organizational culture to the employment of leadership ethics in the workplace. The author has taken a quantitative approach by looking at survey data from Singapore's construction industry that ultimately confirms his hypothesis of a positive correlation. He goes further to draw a link between authentic leadership and a culture of transformation that together are an environment that allows ethical decision making to flourish.

Ready, D. A., & Conger, J. A. (2003). Why leadership development efforts fail. *MIT Sloan Management Review.*

Ready and Conger point out that at the turn of the millennium, leadership development was big business at $50 billion and yet so much of that money was wasted on failed efforts. They looked at three separate studies and conducted their own interviews with employees at IBM. The three major downfalls that the authors identified were: ownership and turf wars over development programs; miscalculation of the problems at hand because of too much emphasis on 'products' and the latest fad programs; and finally, the shoehorning of development programs into easily reportable progress metrics. Collectively, these problems doomed every organization the authors examined.

Silzer, R., & Church, A. H. (2009). The pearls and perils of identifying potential. *Industrial and Organizational Psychology*, *2*(4), 377-412.

The authors point to a 1997 McKinsey study as the origins of identifying and managing high-potential talent as a discrete HR process. Silzer and Church seek to understand why there is no agreed-upon definition of what constitutes a high-potential and they have surveyed the field to put together a cohesive model to answer that question. The three components of this model are a candidate's foundational dimensions, growth dimensions and career dimensions. More accurate prediction of promising candidates could help businesses better hone their leadership development efforts.

Yost, P. R., & Plunkett, M. M. (2010). Ten Catalysts to Spark On-the-Job Development in Your Organization. *Industrial and Organizational Psychology*,*3*(1), 20-23.

The centerpiece of Yost and Plunkett's recommendations to revamp leadership development centers on the idea of a leadership map of existing employees. Chart out everyone's experiences, competencies, key relationships, and learning capabilities to lay strong groundwork for future development. The rest of their recommendations lay in leveraging this leadership map to build on-the-job development practices throughout the organization.