

HEC MONTRÉAL

**Leadership Development in Organizations Today: Perspective of a Selected
Community of Experts**

by

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Management sciences

(Human Resources Management)

Thesis submitted in fulfillment of the requirements of the Master of Sciences in
Administration

(M.Sc.)

August 2015

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CERTIFICAT D'APPROBATION ÉTHIQUE

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Projet # : 2015-12

Titre du projet de recherche : Enquête sur l'état des programmes de développement du leadership dans les entreprises au Québec.

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Date d'approbation du projet : 27 novembre 2014

Date d'entrée en vigueur du certificat : 27 novembre 2014

Date d'échéance du certificat : 01 novembre 2015



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ACKNOWLEDGEMENTS

The completion of this thesis would not have been possible without the support of a number of individuals. First, I would like to thank my director Alain Gosselin and my co-director Eric Brunelle for their guidance and contagious enthusiasm. Thank you for always being so open and passionate about the subject. I would also like to thank the members of the judging committee who promptly accepted to take their time to evaluate this thesis.

Second, I would like to thank all the participants and organizations for their time and for providing me with your opinion and interest in the study.

Last but not least, I would like to thank my partner Philippe and my family for their patience and advice when needed. Sometimes it seemed as if I would not make it, but your support and encouragement helped guide me through the difficult times.

I would like to dedicate this thesis to my grand-mother Nelly who is a great inspiration, at age 80 she is still writing books and teaching art history at the university. She always believes in my ability to succeed in everything I do.

RÉSUMÉ

Depuis les deux dernières décennies, les organisations ont démontré un intérêt accru en ce qui a trait au développement du leadership. Ces dernières se rendent compte de l'importance du développement du leadership et surtout de son incidence sur la performance organisationnelle et son succès. D'un point de vue de la recherche, l'état des connaissances en la matière est peu développé et très limité. De plus, la grande partie de ces recherches date de plus de 15 ans et a majoritairement été complétée aux États-Unis. Par ailleurs, ces études sont prescriptives et ont été menées à l'aide de sondages traitant des pratiques organisationnelles.

L'objectif principal de cet ouvrage est de contribuer aux connaissances empiriques en matière de développement du leadership grâce à une recherche qualitative effectuée sur l'évolution de l'état du développement du leadership ainsi que sur les enjeux, les difficultés et les limites. Le but de cette recherche est donc d'explorer les perspectives de ce champ d'intérêt par l'entremise de l'avis d'experts sélectionnés. L'échantillon utilisé est assez divers et se compose de 17 experts en développement du leadership provenant d'organisations situées au Québec.

Cette recherche apporte une dimension pratique importante quant au développement du leadership. Elle va permettre aux organisations d'acquérir une meilleure compréhension des bonnes pratiques en développement du leadership, de leur l'évaluation ainsi que de leur utilisation, leur permettant ainsi d'avoir une meilleure compréhension de l'évolution et des tendances futures. Cette étude aidera donc à actualiser les connaissances dans le domaine du développement du leadership dans les organisations au Québec.

Certains changements significatifs en développement du leadership commencent à prendre plus de place dans les organisations et continueront à prendre de l'ampleur à l'avenir. Ces organisations utilisent une approche combinée où elles intègrent plusieurs pratiques ainsi qu'une approche expérimentale pour assurer le transfert des connaissances et développer une culture de leadership. Ces entreprises sont toutefois assez dépendantes des fournisseurs externes en ce qui a trait à l'expertise, à la capacité

et aux meilleures pratiques en développement du leadership. Cependant, une majorité d'entre elles désirent bâtir et conserver leurs programmes de développement à l'interne afin de maintenir le lien qui existe entre la culture organisationnelle et les objectifs. Cette recherche nous a permis de démontrer que les organisations semblent vouloir poursuivre trois objectifs majeurs dans les programmes de développement du leadership, soient la mobilisation et l'engagement, la préparation pour la relève ainsi que le support lors des transformations. Par ailleurs, les thèmes considérés importants en termes de contenu et de compétences sont l'intelligence émotionnelle, la mobilisation et l'engagement, la gestion du changement, la flexibilité, l'agilité et finalement la pensée stratégique.

Cette étude nous a permis de découvrir que les organisations affrontent plusieurs enjeux et défis. Nous avons pu confirmer que ces derniers étaient alignés à ce qui était déjà présent dans la littérature, soit le manque de disponibilité des ressources ainsi que le manque d'évaluation suivant les initiatives. De plus, nous avons remarqué que les organisations ont de la difficulté avec la complexité de la mondialisation ainsi qu'avec la nécessité d'une flexibilité face aux différents changements. Par ailleurs, nous avons décelé que l'engagement du président et des gestionnaires exécutifs, leur implication et le soutien dans la réflexion et le transfert des apprentissages sont des conditions indispensables pour le succès développement du leadership. Nous avons également découvert des enjeux et des difficultés inattendus dont font face les entreprises, soit de trouver des possibilités de développement et responsabiliser les individus face à leur propre apprentissage. Finalement, nous avons pu cerner quelques limites inattendues ayant une incidence directe sur les programmes de développement du leadership. En effet, le potentiel individuel, le désir et la motivation de développement, ainsi que le désir de la personne à s'ajuster à la culture de l'organisation sont les limites jouant un rôle dans le développement du leadership.

Mots-clés: État des lieux du développement du leadership, évolution de la pratique, enjeux, difficultés, limites, programmes, approches, fournisseurs, objectifs, durée, contenu et compétences, activités, évaluation.

ABSTRACT

The last two decades have witnessed something of an explosion of interest in leadership development in organizations. In the current uncertain and transformational context, it is not surprising to see the growing interest to leadership development by the organizations striving to facilitate the development of their talents and, consequently, improve their overall performance and success. On the research side, the state of knowledge on the leadership development subject is fairly limited. Relatively little is known about the process and the know-how of leadership development, especially from a scientific standpoint. Most research dates back to over 15 years and was mostly done in the United-States. In addition, most studies are prescriptive and were done through surveys of organizational practices.

Our goal for this study is to contribute to the empirical knowledge in leadership development by understanding the evolution of the current state of leadership development as well as the challenges, difficulties and limitations in this area through qualitative research. The study aims at exploring the perspective of this field via the selected experts' views on the evolution of the practice of leadership development. The sample of the study is composed of the opinions of 17 professionals from a variety of organizations located in Quebec.

Our research is valuable as it brings the important empirical and practical dimensions to the subject. It helps present an overview of the state of leadership development and the challenges, difficulties and limitations it is facing in various organizations. This will help organizations to understand, assess and apply the best practices of leadership development and have a better view on its current state and future trends. This study helps update and actualize the knowledge in leadership development in organizations in Quebec.

Some significant changes are beginning to take place in the leadership arena with the prospect to continue in future. Organizations are using a blended approach where they

are integrating a number of practices and address the subject more experientially to ensure a transfer of learning, develop a culture of leadership and align their organizational practices and objectives. Many organizations are currently relying heavily on external suppliers for leadership development to have the best expertise, capacity and applied practices. However, most prefer to keep the leadership program internally with no outsourcing to have it linked to the organizational culture and objectives. The organizations have a number of objectives they seem to pursue with the leadership development programs including: mobilization and engagement, preparing the succession for the organization and supporting cultural change and transformation in the organization. The important themes in the content and competencies are emotional intelligence (self-awareness), mobilization and employee engagement, leading change, flexibility, agility, and strategic thinking.

We discovered a number of important challenges and difficulties in line with what was found in the literature such as the shortage of the availability of the resources and the lack of evaluation of initiatives. We also found that at the level of leadership development the organizations strive to overcome difficulty in the complexity of globalization, as well as staying relevant and flexible in the changing environment. A number of learning conditions was found necessary in leadership development, such as, an engagement of the CEO and top management, manager's involvement and support of reflection and transfer of learning. On the other hand, we discovered some unexpected challenges and difficulties at the levels of finding opportunities for development or a development as an individual's responsibility. Finally, we found some unanticipated limitations which have an impact on leadership development programs: individual's potential, desire and motivation to develop the fit with the organization.

Keywords: State of leadership development, evolution of the practice, challenges, difficulties and limitations, programs, approaches, suppliers, objectives, length, content and competencies, practices, activities, evaluation.

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ABBREVIATIONS and ACRONYMS

HR: HUMAN RESOURCES

HRM: HUMAN RESOURCES MANAGEMENT

OD: ORGANIZATIONAL DEVELOPMENT

CEO: CHIEF EXECUTIVE OFFICER

ROI: RETURN ON INVESTMENT

MBA: MASTER OF BUSINESS ADMINISTRATION

CHAPTER 1: INTRODUCTION

Change and transformation have become central themes in the context of today's organizations. Staying flexible and being able to adapt to different situations are challenges many organizations face. Learning must be at the heart of the organization to address these challenges. It gives the power to transform organizations and individuals. It is through learning individuals can acquire new knowledge, aptitude and competencies which will help them better perform in their personal and professional life. Canada's Conference Board qualified the current business environment as being volatile, uncertain, complex, and ambiguous (O'Brien and Hall, 2014). The increasing turbulence of the economic environment that is currently being experienced puts a greater emphasis on the importance of leadership development in organizations in all the industrial sectors globally. It is when times are unstable and difficult that leadership is most needed to have others follow through those uncertain times while keeping them engaged and focused on performance. Leadership development is a highly critical and strategic imperative for organizations that want to thrive in a turbulent and highly competitive environment (Hall, 2014). Leadership development is one of the possible solutions organizations have adopted to face the challenging business environment. In 2014 year's edition of the Conference Board of Canada CEO Challenges, human capital leadership and leadership development are two particularly important topics in Talent Management (O'Brien and Hall, 2014).

There are three major reasons the importance of leadership development is growing and becoming a strategic imperative. The first reason are the sociodemographic changes, the second is the organizational structure change. The third reason is the increasing importance of the leadership on mobilization and engagement of the employees.

The first reason is sociodemographic changes occurring in the market which put pressure on leadership development. The growing aging population and a non-equilibrium of the age pyramid in organizations of the workforce highly contribute to

these changes (Frank, Finnegan and Taylor, 2004). The biggest consequence is a shortage of talent in organizations. There are indications that a large number of positions will be available over the next decade. More than 70% of organizations have confirmed that they are preoccupied with breadth and depth of succession for the executives (O'Brien and Hall, 2014). Therefore it is important to ensure succession planning for the current and the future needs of the organizations. Succession planning was identified as the major driver of leadership development across all the stakeholder groups be it the board, the CEO or the executive team.

The second reason is the organizational change in the structure where the flattening of organizations has created an explosion in demand for leadership skills at every level (Hall, 2014). The democratization and spread of leadership throughout the different levels of the organizations is needed more than ever. The flattening of the organizations contributes to the increasing pressure on leadership development (Groves, 2007). The increasing downsizing to flatten organizations has brought new challenges to managers. They have been given wider spans of control therefore the capability to lead has grown in importance. New managers must learn to be coaches, facilitators, process managers, developers of human resources, leaders and visionaries, all at the same time.

The third reason why leadership development is rising in importance is because of its impact and need for mobilization and engagement of the employees. The new generation of employees (Generation Y) which is growing in the workforce have been found to have a low institutional loyalty towards the organizations compared to the previous generations (Delcampo, Haggerty and Haney, 2010; Laize and Pougnet, 2007; Yeaton, 2008). This increases the importance of mobilization and engagement in organizations and helps to retain employees to remain longer in the organizations. Leadership is a big lever for mobilization and engagement therefore organizations are having an increased preoccupation and interest in training and development to improve their manager's leadership (Bass and Riggio, 2006; Pearce and Sims, 2002; Tremblay and Simard, 2005). Specifically, during times of change and transformation:

technological, human, economic or environmental, leadership is necessary to lead change and organizational transformation.

Over the past decade, there have been studies exploring the link between leadership development and the business success of companies (Hall, 2014). It has been found that organizations identified as having a strong leadership capacity were four times more effective in getting their financial goals and improving organizational performance than those with limited leadership. However, organizations do have difficulties with leadership development programs and they are often found to be ineffective (Gurdjian, Halbeisen and Lane, 2014).

Even though research on leadership is advanced, it is not the case for leadership development itself. The state of knowledge in leadership development is weak and fairly limited. Murphy and Riggio (2003) argue that, “if the preoccupations of researchers and practioners are not new, very few studies have contributed to empirical knowledge and understanding of leadership development” (20). Relatively little is known about the process and state of leadership development, especially from a scientific standpoint (Yukl, 2013).

The previously found observations make us realize that leadership development is an area which deserves particular attention because of its rising strategic importance and preoccupation, as well as the difficulties encountered (Phillips *et al.*, 2013). However, theoretical knowledge around leadership development is quite limited and need to be addressed.

Our goal for this study is to contribute to the empirical knowledge in leadership development by understanding the current state. Presently, most studies are prescriptive and most were done through questionnaires and surveys of organizational practices. They do not go in depth in understanding the dynamics of leadership development. We want to update our knowledge of the practice of leadership development. The essential part of the studies date back to over 15 years ago, reason it needs to be updated. We

would like to address this gap and do a study to understand the state of leadership development. Being conscious of these gaps and the urgency of studying this topic, we decided to undertake a research resulting from interviewing experts and individuals responsible for leadership development programs in their respective organization in Quebec about their perspective on the topic.

Literature indicates that there are many issues which affect leadership development, success and performance in organizations, therefore, we decided to ask our experts about their view on what are some challenges, difficulties and limitations they currently face in this area (Buus and Saslow, 2005; Gurdjian, Halbeisen and Lane, 2014).

Our main research question is:

What are the current and major challenges, difficulties and limitations in leadership development according to the interviewed experts?

In addition, there are three important sub-questions which represent the overall state of leadership development regarding the leadership development program components, practices and evaluation. Each sub-question represents a specific aspect of leadership development we addressed in our study.

The first sub-question is regarding the leadership development program components. Leadership development program components are a big part of leadership development as efforts to improve individual and organizational capacity to respond to current and future demand of leaders we are going to inquire into the state of the program components.

The first sub-question is:

What is the current state of leadership development program components according to the interviewed experts?

The second sub-question is concerning the practices and activities in leadership development. They are a big part of leadership development programs, therefore it is essential to review the most used practices today. In addition, we would like to understand how they are used in the context of today's organizations.

The second sub-question is:

What are the practices and the activities currently used in general in organizations according to the interviewed experts?

The third sub-question is regarding the evaluation of leadership development programs and initiatives. Understanding whether the evaluation of leadership development has evolved and how the initiatives are being evaluated in terms of their effectiveness and outcomes.

The third sub-question is:

What is the current evaluation of the effectiveness of leadership development programs and initiatives according to the interviewed experts?

Our research is done in an effort to contribute empirically in circumscribing the evolution of the state of leadership development and stimulate the interest in research to conceptualize this phenomenon. Organizations will be able to use results to benchmark their leadership development and elaborate or modify their current initiatives with some of our observations and recommendations. In addition, external suppliers of leadership development such as consulting firms will be able to better understand and respond to organizational needs. Researchers and academicians will be able to start with this research as a base for further studies in exploring the area and the evolution of leadership development. Equally, this is the first attempts with the goal of better understanding the way leadership development is advanced in organizations through the perspective of leadership development experts.

The current thesis is separated into six chapters. The first chapter consists of the introduction. The second chapter gives an in-depth literature review regarding leadership development and then circumscribes our study. The third chapter is about the methodology which helps explain our data collection process. The fourth chapter exposes the detailed results of the study. In the fifth chapter we reflect the interpretation and draw the major observations. Finally, in the sixth chapter we conclude with the contributions, limitations, and future avenues of research proposed.

CHAPTER 2: LITERATURE REVIEW

In the following literature review, the goal is to explore state and the practice of leadership development at various levels of hierarchy in organizations. We are looking to explore how the state of leadership development has evolved over time in organizations from the perspective of the community of experts to gain a better understanding of the dynamics of leadership development.

As stated previously in the introduction we summarize the current problems and reasons behind our interest in leadership development. Corporate leadership is under a rising pressure to perform due to a set of converging forces such as globalization, hyper-competition, rapidly changing technology, increasing expectations from customers and shareholders as well as workforce demographics (baby boomers retiring and rise of younger workforce). The hyper-competition and changing workforce demographics push the need for development of internal talent, since the war for talent has depleted pools from which to recruit from externally. In addition, the flattening of organization has increased the pressure on the accountability and responsibilities of managers which makes leadership even more important. Leadership development is not always meeting business needs and, in turn, fails to produce a pipeline of leaders.

Development continues to be a big business for organizations which continue to spend large amounts of money. In the year 2000, corporate investment in leadership development was estimated \$50 billion just in the US (Silzer and Dowell, 2010). Three quarters of U.S. organizations with more than 10,000 employees spend \$750,000 or so on leadership development on a yearly basis (Terrell and Rosenbusch, 2013). In Canada, the situation is somewhat different. Organizations have decreased their spending on leadership development and general training and development budget (Hall, 2014). Therefore organizations must find ways to cope with decreased or constant budgets in Canada. Leadership development programs are far-ranging. They include programs which focus on individual leadership enhancement, as well as large scale

leadership development programs which foster a whole organizational leadership capacity. On the other hand, it has been found that leadership development programs often fail for various reasons which we will mention in the literature review (Conger and Benjamin, 1999).

The study of leadership, including what it is, how it operates, and the identification of effective characteristics of a leader are fairly well understood, however leadership development is an understudied topic. As mentioned in the introduction, research in leadership development is very limited. Most literature is prescriptive and there is a lack of empirical studies. Relatively little is known about the process of leadership development, especially from a scientific standpoint. Even though it is difficult, it is possible to study leadership development scientifically. Therefore, there are opportunities for advancing the science of leadership development. Instead of using true experiments, researchers are suggested to use quasi-experimental methods, correlational designs and qualitative approaches for this topic (Murphy and Riggio, 2003). This underlines the observation that the practice of leadership development is far ahead of its scientific understanding (Day, 2000). A science of leadership development is recommended to truly understand the process.

In this literature review we will go through an in-depth account of leadership development. First and foremost, we will briefly expose the origins and history of leadership development in organizations, followed with the context of leadership development. Then we will define some key notions while, distinguishing it from other similar yet different concepts. We will also present some theoretical research and models in leadership development and learning theory. Then, we will present the program approaches to leadership development and the methods of development found in literature. Also, some relevant empirical studies in leadership development will be presented on leadership development. Then, we will go through the challenges, difficulties and limitations in leadership development. Then we will have a conclusion of the chapter.

2.1 Overview of the origins and the history of Leadership Development

For centuries, societies have been concerned about developing leadership all over the world (Ayman *et al.*, 2003). In the Republic, Plato discusses the lifelong process required to develop a philosopher-king. The long process of education went on until the individual was 45 or 50 years old to achieve a sufficient level of maturity and become a leader (Storey, 2011). Hence, to develop a leader the program needed to start early and be well-rounded.

Nowadays, leadership development programs are extremely widespread (Day, 2000). The popularity of leadership development and leadership development programs have been on the rise for many years now (Brungardt, 1997; Conger, 1992; Lockwood, 2006; O'Brien and Hall, 2014; Pearce, 2007; Schein, 2005; Van Velsor *et al.*, 2010). Most large organizations and business schools have one if not numerous leadership development programs in their curriculum. In 1998, Honan found that there are almost 700 leadership development programs in American academic institutions (Ayman *et al.*, 2003). This was twice the number of what was measured 4 years earlier. Even though many programs exist, they are not able to keep up with the demand. In a study Zimmerman-Oster and Burkhardt (1999) argued, that nation's ability to respond and prosper depends on the quality of leadership at all levels of the society.

In the past, leadership development programs mostly consisted of workshops and training from specialized training organizations or in-house training for front-line managers and mid-level managers (Mintzberg, 2005). Most were built around a specific leadership theory. As for the more senior level leaders, leadership development was taught by attending a university-based program outside the organization (Yukl, 2013). This would be a program which would last from a few weeks to a few months. It would be a single way approach to leadership development taught by a professor using case studies, readings and exercises. The program had two goals: one being to helping managers transition into upcoming roles by broadening their business discipline and understand the impact of their leadership on others: and two, helping new managers sustain strong performance in the job.

During the 1960's and 1970's academics turned their attention to front-line managers and their effectiveness in helping their subordinates achieve well-defined goals (Silzer and Dowell, 2010). The focus was more on effective management rather than leadership; therefore it was more management development rather than leadership development. By 1980's, the external competitive environment of globalizing markets, changing technology and deregulation brought new challenges and changes for organizations. The capabilities of great leaders came into focus. Research findings began challenging simplistic notions of leadership. In 1990's Kotter found that the majority of executives felt their corporations had a lack of leadership skills.

Since the 1990's there has been advancement in the appearance of customization and in-house management education and leadership development programs. Also, certain large organizations started having corporate universities with tailored material and subjects to fit company needs. Action learning and learning from experience became very popular sources of leadership development. Learning from experience has been found to be the most effective way to experiment and learn leadership development, therefore it became an important practice (Van Velsor *et al.*, 2010; Yeung and Ready, 1995).

The use of a variety of leadership development practices has grown. In addition, there has been a shift from individual to team-based learning with the use of defined competencies targeted towards a specific organizational context. In brief, leadership development seems to have taken more and more importance since the 1990's and early 2000's. In many reports and articles in business it has been cited as the single most critical (organizations find important yet are having difficult time managing it effectively) issue organizations face today (Conger, 2014; Hill *et al.*, 2014; O'Brien and Hall, 2014). A large indicator of this has been the increased attention and resources given to leadership development (Day, 2000). Organizations are viewing leadership as a large source of a competitive advantage and a big factor in their long-term success (Ayman *et al.*, 2003).

2.2 External organizational context

The increasing rate of change in the external environment and the various challenges which leaders face suggest that leaders in the twenty-first century will need higher levels of skills and competencies (Henein and Morissette, 2007; Hernez-Broome and Hughes, 2004; Hill *et al.*, 2014; Terrell and Rosenbusch, 2013; Van Velsor *et al.*, 2010). Current issues and concerns in leadership development reflect key changes in the environment including: global economic uncertainty, climate change, trade imbalance, shorter product life cycles, deregulation, globalization, turbulence in markets, technological changes and higher expectations from customers (Storey, 2011). In addition, organizations are going through structural and cultural changes. It has been argued that organizations are delayered and downsized. The boundaries of the organization have become blurred. Leadership agility is required for managers to be effective in navigating through these changes and transformations.

Leadership development is a highly critical and strategic imperative for organizations to thrive in the turbulent and highly competitive environment (Storey, 2011). As mentioned in the introduction the current business environment is volatile, uncertain, complex, and ambiguous (O'Brien and Hall, 2014). The workplace has been going through a drastic transformation with large-scale trends, globalization, changing demographics, increasing diversity in the workplace and fast-paced technological innovation. Currently, senior leaders in Canada are quickly reaching retirement, while, the whole nature of leadership is changing.

Since, the external environment is difficult to control; CEO's are now relying on internal talent even more. The internal leadership development capacity becomes crucial for their organization's success. The need to focus on internal development is essential to sustain organizational long-term growth and maintain competitiveness. Yukl explains, "The increasing rate of change in the external environment of organizations and the many new challenges facing leaders suggest that success as a leader in the twenty-first century will require a higher level of skills and some new competencies" (2013: 381).

Canada's Human Resources leaders are concerned about improving internal capacity and developing talent, particularly leadership talent. O'Brien and Hall (2014) identified the key business issues driving leadership development:

- Addressing declining levels of leadership capacity;
- Planning for succession and growing the talent pool;
- Engaging and mobilizing employees;
- Managing changing demographics and retirement challenges;
- Attracting and retaining new talent;

2.3 Conceptual definitions and key concepts

During our research in the literature we often stumbled upon multiple terms related to leadership development, including: leadership, management, development, education and training. Multiple authors emphasize the importance of clarifying and defining these terms. Although the leadership development is generally defined as the “expansion of a person's capacity to be effective in leadership roles and processes” (Van Velsor et al., 2010), we thought it would be important to review all the related conceptual definitions to make the reader more aware of the complexity of the leadership development phenomenon. Some authors make a real distinction between each term so the readers could better understand the exact definition of the leadership development and the intricacies between the concepts related to this term.

Leadership development literature is embedded in, both, psychology and management: it has a focus on general approaches to leadership through traits, behavioral, situational, power-influence and transformational theories (Northouse, 2013). Some authors clarify the distinction between leadership and management by explaining that leaders are oriented toward innovation while managers are oriented toward stability, therefore bringing the focus in the leadership development from logic and strategy to more creativity and imagination in the working environment (Yukl, 2013). Finally, we would like to point out that the leadership development literature also includes research related

to early childhood and adolescent development, the role of formal education, on-the job experiences, and specialized leadership education (Lynham, 2000).

2.3.1 What is Leadership Development?

Leadership research is extensive; however literature on leadership development is minuscule (Collins and Holton, 2004). In the book, *The Futures of Leadership Development*, the authors argue that summarizing what we know about leadership development in research and practice has been a daunting task since relatively little is known about the process of leadership development (Murphy and Riggio, 2003). The literature is sparse and there are almost no empirical studies. One of the reasons why there is a gap in knowledge of the process of leadership development is that there is a lack of scientific attention and research (Yukl, 2013). It is surprising since leadership development plays a critical role in organizations. Overall, the attention has been on the practice of leadership development, being prescriptive such as best practices rather than the scientific studies based on theories with a thorough methodology. Many of the works on leadership development (Clark and Clark, 1996; Conger and Benjamin, 1999; Intagliata, Ulrich and Smallwood, 2000; McCall, 1998; McCauley, 1998) have a very specific focus on a practical level without giving an overview into understanding how leadership development works.

Now it is time to discuss and understand how leadership development has been defined over the years by different authors:

Table 1: Different Leadership Development definitions

Source:	Definition:
Roberts (1981)	"Leadership development involves those activities designed to provide an interactionist environment which encourages development in an ordered hierarchical sequence of increasing complexity".
Drath and Palus (1994)	"Leadership development as the evolution of the capacity to make more encompassing and adaptive meaning in collective experience".
McCauley (1998)	"Leadership development is the expansion of a person's capacity to be effective in leadership roles and processes".
Lynham (2000)	"Leadership development involves a person's career throughout their lifetime".
Lockwood (2006)	"Leadership development is defined as formal and informal training and professional development programs designed for all management and executive-level employees to assist in developing the required leadership skills and styles to deal with a variety of situations".
Brungardt <i>et al.</i> (2006)	"Leadership development refers to almost every form of growth or stage of development in the life cycle that promotes, encourages, and assists in one's leadership potential".
Van Velsor <i>et al.</i> (2010)	"Leadership development is the expansion of an organization's capacity to enact basic leadership tasks needed to accomplish shared, collective work".

The important takeaways about leadership development:

- Every growth or stage of development in the life cycle promotes, assists and encourages the leadership potential;
- It comes from both formal and structured ways yet also, informal and unstructured experiences, development, programs and practices;
- It is a continuous learning process where knowledge and experience builds and allows more advanced learning/growth;

2.3.2 Leadership

Since leadership is a huge part of leadership development we believe it is important to explain and define this concept. Leadership has been a major topic of research over the last 100 years (Brungardt, 1997). The latest edition of the Handbook of Leadership has as many as 8,000 citations and references on the topic (Bass and Bass, 2008). There are over 20,000 studies on this topic in various fields (Yukl, 2013). In turn, this gives us a better and wider understanding of leadership and the leadership process, however one certain literature review emphasizes that the field of leadership is “riddled with paradoxes, inconsistencies and contradictions” (Brungardt, 1997).

Leadership theories and models are sometimes used in formal training programs which we will discuss in the leadership development practices part of this review. We recognize that multiple leadership theories exist from trait to skills, to style to situational approach, leader-member exchange theory, path-goal theory, to contingency theories charismatic and transformational, ethical, servant and team leadership theories (Bass and Bass, 2008; Northouse, 2013). Most theories can be classified into five general approaches: trait, behavioural, situational, power-influence and transformational (Brungardt, 1997). The trait theories are all about the personal attributes of a leader. The earliest theories were trait theories which emphasized the special abilities individuals possessed. Nowadays, most practioners and researchers in leadership development recognize that leaders are not born, but developed. Individuals do have certain predispositions when they are born, however the environment and development is more important. Behavioural theories were about what leaders do in different situations and their leadership styles. The power-influence explains the use, type and amount of power and influence a leader should have in a situation. The transformational theory is about the leader’s role in the creation of culture and revitalization in the organization. Each has its strengths and weaknesses conceptually and practically.

Researchers define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. After a thorough review, Stogdill (1974) "concluded that there are almost as many definitions of leadership as there are

individuals who have attempted to define it". It is one of the most researched, yet least understood topics.

This table shows some representative definitions presented over the last 50 years :

Table 2: Different Leadership definitions

Source:	Definition:
<i>Hemphill & Coons (1957)</i>	"Leadership is the behaviour of an individual directing the activities of a group towards a shared goal".
<i>Katz & Khan (1978)</i>	"Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization".
<i>Richards & Engle (1986)</i>	"Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished".
<i>Jacobs & Jacques (1990)</i>	"Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expanded to achieve purpose".
<i>Schein (1992)</i>	"Leadership is the ability to set outside the culture to start evolutionary change processes that are more adaptive".
<i>Drath & Palus (1994)</i>	"Leadership is the process of making sense of what people are doing together so that people will understand and be committed".
<i>House et al. (1999)</i>	"Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward effectiveness and success of the organization".

Source: Yukl (2013)

Questions and ideas about leadership have been a subject of speculation. Also, scientific research on leadership did not begin until the twentieth century (Yukl, 2013). A great deal of research has focused on leadership effectiveness. Researchers in social sciences have tried to find traits, behaviours, styles, sources of power or certain situations and contextual factors which can determine how well a leader can influence his followers and accomplish goals. Also, recently there has been an interest in shared process of leadership in a team or an organization. A variety of schools of thought have existed on

the different conceptualizations and levels of analysis of leadership. Researchers usually define leadership according to their individual perspectives and the specific aspects which are of interest to them.

The important takeaways from these definitions:

- Leadership is qualified as a process, ability and behaviour;
- Leadership is a process of influencing, motivating and enabling;
- Leadership is targeted towards a group of individuals more than one (collective effort);
- Leadership objective is to achieve a particular goal or attain an objective ;

2.3.3 Leadership vs. Management

There has been an ongoing debate about the difference between leadership and management. These concepts bring confusion and disagreement between scholars. Some authors argue that leadership and management are qualitatively different and mutually exclusive, while others contend that leadership and management cannot occur in the same individual (Yukl, 2013).

Separating and defining these two concepts as distinct roles, processes, or relationships may confuse everyone more than reveal the truth about the difference in leadership and management. Kotter (1990) proposed that the function of a manager and a leader are quite dissimilar. He explained that managing seeks to produce predictability and order, while leading is about producing organizational change. He emphasized that the difference between management and leadership was even more important in organizational environments which are complex, dynamic and competitive such as what we have in organizations today. A function of management is to provide order and consistency to organizations, meanwhile the primary function of leadership is to produce and support change and movement.

Burke and Litwin (1992) distinguished between leadership practices and management practices. Leadership role is one of providing direction and acting as a role model for the followers. Managerial role is described as the routine behaviors such as using human and material resources to achieve organizational goals.

Other authors view leadership and management as distinct processes or roles, but they do not assume that they are different individuals. Mintzberg defined leadership as one of the 10 managerial roles (Yukl, 2013). It is an essential managerial role in Mintzberg's taxonomy. Both roles are needed to have balance. He also argued that as organizations grew in size managing became more important, however when the external business environment is uncertain leadership is more important. Rost (1993) defined management as a relationship of authority between a manager and the subordinates. While, leadership is a multidirectional influence between a leader and his followers to achieve a goal. He also confirmed that managers can be leaders if they have the influence relationship. In addition, he also confirmed that leading is needed when an organization is undergoing a major change or transformation.

Yukl tried to clarify the distinction between leadership and management by explaining that leaders were oriented toward innovation and managers oriented toward stability (Yukl, 2013). He also used the term "managerial leadership" to demonstrate the overlap between management and leadership.

The community of scholars and practitioners interested in leadership are divided on making a distinction between managers and leaders. One school of thought remains determined that it is necessary to make a distinction, yet another tends to dismiss the importance of making a distinction since they judge it as unnecessary in practice. In practice in organizations the boundaries between managers and leaders seem to be blurred. A manager and a leader is the same individual in an organizational setting. It has been said that all leaders are not managers, yet all managers should practice leadership.

Overall, many scholars agree that the success of a manager in a modern organization involves leading. Organizations are going through various transformations today, and in

turn leaders ought to be comfortable with change and are required to provide a sense of direction. As an example given, the top level of the organization ought to think strategically to compete globally, continuously restructure the organization to meet challenges, accommodate demographic changes in the workforce and meet customer demands (Collins and Holton, 2004).

2.3.4 Leadership Development vs. Leadership Education

Before going into the leadership development programs and practices, it is important to consider the differences among training, education, and development. They are often used interchangeably; however each has its own role to play in the development. Wexley and Latham (1991) explain that these terms are used interchangeably, although they can reflect a specific objective or requirement.

Leadership development is often confused with leadership education; however each has its own distinct definition and role. Leadership education is more narrow than leadership development. It tends to include learning activities and educational environments which are intended to enhance leadership abilities. Leadership education is a component of leadership development. The definition for education has been defined as “the intervention designed to support the evaluation of the capacity to make more encompassing and adaptive meaning in collective experience” (Brungardt, 1997: 83). An example of leadership education is a formal college course on leadership skills. Normally, leadership education is more formal and structured where the goal is to create, enhance or improve the development process. According to Sadler-Smith (2006) “the objectives and effects of education are larger and deeper than those of training because they concern the individual over a longer period of time.” It is argued that education could take place before starting a job, at a young age, as initial training (at the university, in college or in high-school) or even while the individual is working (evening classes, e-learning).

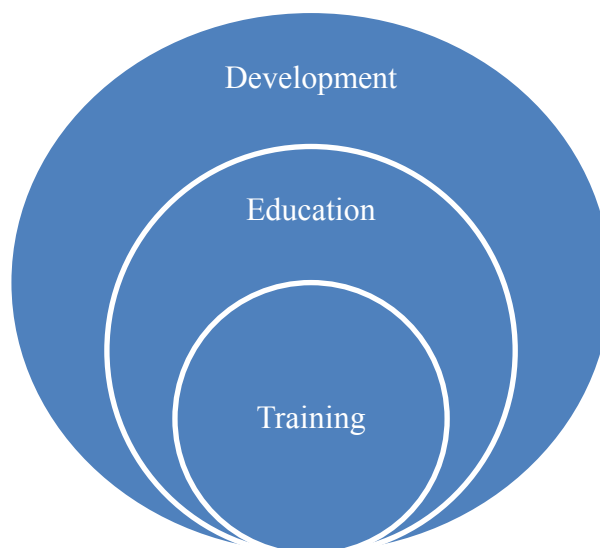
2.3.5 Leadership Development vs. Leadership Training

Leadership development is also often confused with leadership training which does not mean the same thing. Leadership training is even narrower than leadership education in comparison to leadership development (see Figure 1). Training refers to learning activities for a specific role or job. According to Fulmer and Graham (1993) the objective of training is to develop specific competencies which could be linked to and measured with performance. In addition, leadership training is considered a component of leadership education. Leadership training has been defined as “involving activities directed at helping the individual being trained to translate some newly learned skill, or piece of information, to a real and immediate situation” (Roberts, 1981: 85).

2.3.6 Leadership Development and the interfaces between concepts

Sadler-Smith (2006: 100) argued that “development is a change of direction towards a higher level of being and is concerned with results. Development is more a trajectory of an individual or an organisation.” Therefore, development is not an event that happens at a certain point in time, it consists of a long-term, holistic approach to learning. It could be take place through a planned process such as (training, education and other on-the-job activities) however it could as well be a natural process of learning through experience.

Figure 1: Visual presentation of Training, Education and Development



Edelstein and Armstrong (1993) explained that “development” and “training” are used interchangeably, while they are different and could be characterized as two opposites on the same continuum. According to these authors, on one extreme of the continuum is training, which is an approach centered on improving one’s competencies for a specific job to improve performance. On the other end of the continuum is development, an approach which engages individuals concerned in a continuous process of growth and renewal (refer to Figure 1). The authors emphasized that since development and training are different it is important that programs take into account these things. Meanwhile, in practice it is not easy since the needs of training and development exist simultaneously. This is why it is difficult to establish limits between the two. As a result, it is possible to conceive that development programs for managers incorporate both training and development.

The difference between the terms “training” and “education” is that contrary to training, education does not solely look for a specific measurable result. The contribution is more general when it comes to learning new knowledge. The process of training is “mechanical”, while the education is more organic and less constrained in turn. Education is could be considered as having more of developmental objectives and less

instrumental ones such as training does. Development is less tangible where it is not an event as such. To better understand and define the differences between these concepts refer to Table 3 below.

Table 3: The Link between the concepts, of Education, Training and Development

Result	What?	When?	Where?
Individual trained	Knowledge, competencies and attitude which are uniform and specific and which could improve job performance.	Before and during a job	On-the-job at work Outside of work
Individual developed	Knowledge, competencies and attitude which is more general and variable	Generally during a job	On-the-job at work Outside of work
Individual educated	Could result in a professional or personal growth	Generally prior to starting a job	Generally in a context outside of work

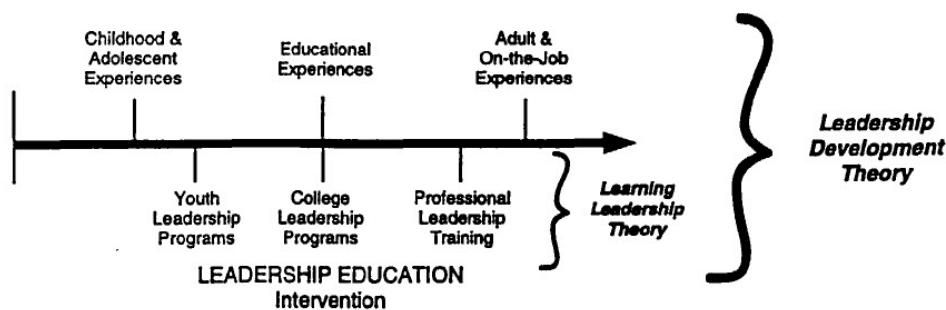
Source: Sadler-Smith (2006: 11)

To conclude the section about the conceptual definitions related to the leadership development term we would like to recall the main sections of this study. First, we defined the concept of leadership development and leadership which gave the readers a good basic understanding of what those terms mean. We then compared and contrasted multiple concepts and definitions related to the leadership development term, including leadership, management, training, education and development. We believe it is important for the readers to understand the differentiations even though there are some blurred lines between them at times. Overall, it is explained that education is more encompassing the subject than training, while development is broader than training and education. Since, training and education are both inputs of development we will mostly refer to the development concept in this thesis in reference to all practices and activities which educate, train and develop managers in leadership.

2.4 Leadership Development theory

In this section we will present the major theoretical models to explain different ways of how leadership is learned and developed over time. The overall theoretical research falls into two categories: leadership development theory and learning leadership theory (Brungardt, 1997: 84). Leadership development theory looks more at an entire range of leader development to identify and understand the variables. Meanwhile, the learning leadership theory is about looking for the role leadership education plays in the development of leaders. We believe these two theories are a good starting point for understanding how development occurs through various life stages, personal and organizational experiences. Our focus will be more on leadership development theory since it encompasses the learning leadership theory in it.

Figure 2:
LIFE SPAN OF LEADER DEVELOPMENT



Source: Brungardt (1997: 92)

It has been found that leaders learn in a variety of ways including (Van Velsor *et al.*, 2010):

1. Modeling themselves after an esteemed individual.
2. Adopting an implicit idea about what to do and trying to do it.
3. Observing how to solve a problem as an opportunity for experience.
4. Seeking the truth through observation, conceptualization, deduction, or experimentation.

This is why there are multiple ways of learning and developing. Different models and theories help explain the various ways individuals learn and develop through their adult life.

2.4.1 Learning from experience model- Kolb's Learning Cycle (1984)

Kolb's learning cycle helps to explain how learning occurs through the process of learning from experience. It is a theoretical model on experiential learning. It is one of the most well-known illustrations in management education (Vince, 1998). Kolb (1984: 86) suggests that "learning is the process whereby knowledge is created through the transformation of experience".

He proposes six propositions that describe the transformation of experience, and these form the assumptions of the theoretical basis for the cycle.

The six propositions stated in Kolb's Learning Cycle are the following (1984):

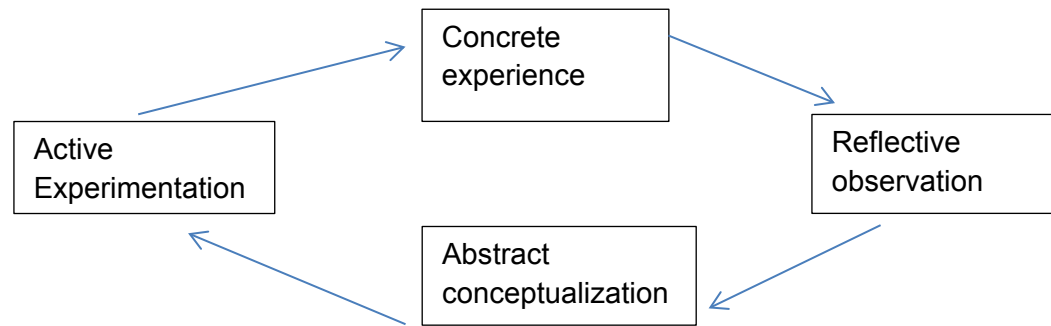
- 1.) "Learning is a continuous process. An individual has ideas which are conceived and transformed with experience; this process is about knowledge getting".
- 2.) "Learning is a process grounded in experience. If the education process begins by bringing out the learner's beliefs and theories, examining and testing them, and then integrating the new, more refined ideas into the person's belief systems, the learning process will be facilitated".

- 3.) “The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. In the process of learning one moves in varying degrees from actor to observer and from specific involvement to general analytic detachment”.
- 4.) “Learning is a holistic process of adaptation to the world. It involves the integration of thinking, feeling, perceiving, and behaving”.
- 5.) “Learning involves transactions between individuals and the environment”.
- 6.) “Learning is the process of creating knowledge”.

Over the last 20 years, the learning cycle has influenced research and practice in management education and management development (Vince, 1998). The reason why this theory has been so popular is because it accommodates deductive and inductive approaches to theory in management development. The cycle has been used as the basis for helping managers to understand the notion of learning experience.

There are four stages in Kolb’s Learning Cycle (refer to Figure 3).

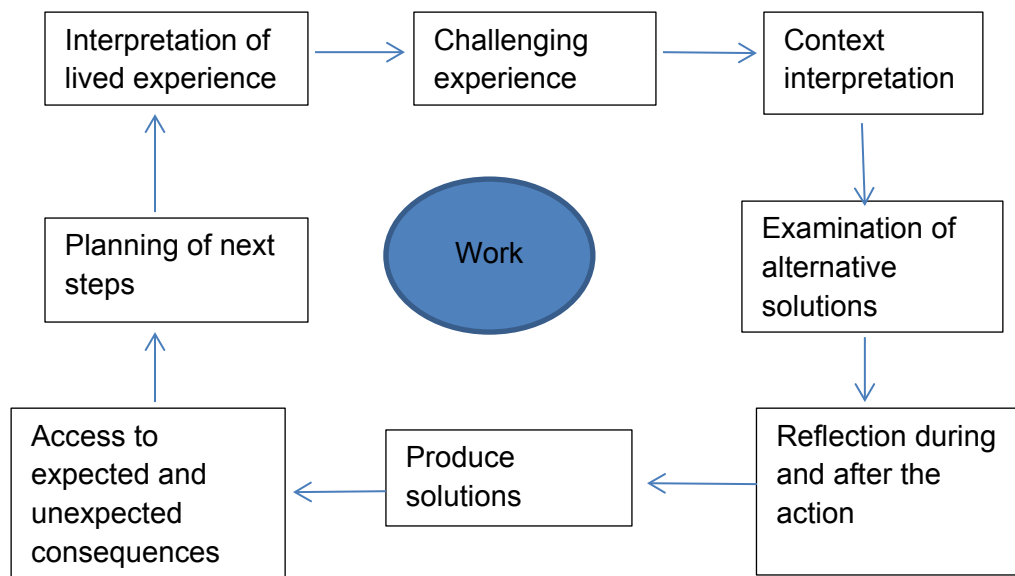
- 1.) Concrete experience (CE): The first stage is characterized by a direct experience in which thought and/or feelings are produced.
- 2.) Reflective observation (RO): The second stage is a process of reflection on thoughts or feelings.
- 3.) Abstract conceptualization (AC): The third stage is about the conception of conclusions or emotional insight on the experience.
- 4.) Active experimentation (AE): The fourth stage is the implementation of the actions from experience in new situations (empirical validation).

Figure 3: Kolb's Learning Cycle (1984)

Source: Kolb (1984)

2.4.2 Marsick and Watkins model (1990)

Marsick and Watkins (1990) developed learning from experience model which applies to managers. Their model is referred to as “informal and incidental learning model” which you can see in Figure 4.

Figure 4: Learning from Experience model (1990)

Source: Marsick and Watkins (1990)

Their model is a cycle of problem resolutions. Researchers present different steps which managers cross to learn about new situations which they encounter. A manager adopts a new view of a situation, searches for a solution and alternative actions in to evaluate the final results. At each stage there are opportunities for learning from mistakes. The informal learning is tacit and based on experience. Even though it does not appear in their model, certain aspects of learning from experience of the Kolb (1984) and Lewin (1951) model do appear, such as observation and reflection which are present in multiple steps of the model. The author's mention that the learning process varies depending on the situation lived by the manager. However, they do not develop on the way the characteristics of the situation could change the process. The cycle of problem resolution does not happen automatically or mechanically. Every action of the individual is guided by their values and beliefs. It is for this particular reason that the authors underline the importance of the internal and external factors and the unexpected results in the problem resolution. Indeed, all these factors modify the comprehension of the situation.

Even though this is a rare model which is oriented towards managers experience in the workplace it has some flaws. First off, it does not present the progressive aspect of learning, since past experiences and emotions which guide the action are omitted from this model. Also, another aspect, such as the proactive learning, a critical reflection of the ways of thinking is an element which improves learning from experience, but is not present in this model.

2.4.3 Action Learning model

Another important model which can help explain learning and development is Revan's action learning. Action learning was originated by Revans in 1940's when he observed an interesting learning pattern coal miners had in the UK (Marquardt and Banks, 2010). One of the main findings was that managers could meet together and share ideas without the need of a teacher. In addition, he discovered that the actual presence of a teacher could obstruct and limit the spontaneity of the way managers engage with each other. This made Revans discover and develop action-learning sets where small groups of

people could capitalize on their experience. He argued that, “there could be no learning without action and no action without learning”(Yeo and Gold, 2011). His premise for action learning is that people, have the capability for awakening themselves for new knowledge by questioning their assumptions and their environment. The actual questioning allows them to create and modify their mental models when they draw from their past experiences to make sense of the current events. The power of action learning lies in the relationship between action and learning. Learning occurs as individuals construct meaning by interacting with other members in the particular context. The meanings then guide them in the development of knowledge providing them information for taking action. Action learning promotes reflection, dialogue and feedback through group interaction.

The action learning process includes:

- A real problem that is important, critical, and complex;
- A diverse problem-solving team;
- A process that promotes curiosity, inquiry, and reflection;
- A requirement that discussions be converted into action;
- A commitment to learning.

In most, forms of action learning, a coach is included who is responsible for promoting and facilitating learning. Furthermore, Revan’s came up with a formula $L=P+Q$ which means learning (L) is equal to programming or expert-provided knowledge (P) and questioning (Q) (Marquardt and Banks, 2010). Some researchers proposed an extension of the formula and added an R for reflection as an important element.

2.4.4 Social Learning model

Social learning model specifically acknowledges that most human behaviour is learned by observing others and modelling after them (Decker, 1986). By observing others individuals form an idea about how the behaviour is produced and its effect on others. Since an individual can learn from the behaviour before actually practicing it themselves, they can be spared the trial and error. One of the assumptions of the social learning theory is that individuals do not just randomly react to external stimulus, but select, organize and transform them in turn.

This theory has been used in changing and transforming managerial behaviour in organizations. It has been found through empirical evidence to be an effective training technique, but there have been lack of research in understanding all of the components of the model.

Bandura proposed that observational learning is a multi-process phenomenon which includes multiple processes such as: attentional, retentional, reproductional and motivational (Decker, 1986).

Bandura and Walters (1963) emphasized key beliefs of social learning theory (Joan, 1992):

- Learning is not solely behavioral; it is a cognitive process that takes place in a context.
- Learning can occur by observing the behavior and also by observing the consequences of the behavior.
- Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behavior.
- Reinforcement has a role in learning.
- The learner is not a passive recipient of information.

To conclude, these models and theories help explain the different ways individuals learn. This helps reinforce the importance behind the learning styles and using different practices and activities to ensure transfer of learning.

2.5 Empirical studies in Leadership Development and Management Development

Now that we defined all the important concepts and theoretical models, we will present a few empirical studies we have found in leadership development, executive development and management development. We will first present the overview and the methodology of the study, followed by a brief overview of the results. The more detailed results will appear in the next section on programs and components. However, we will present a critical synthesis of the empirical studies at the end of this section.

2.5.1 Henein and Morissette (2007) study

The first study was one done in 2007 in Canada and involved 295 leaders and 66 experts in leadership development in diverse organizations including: community groups, consulting firms, cooperatives, institutes, private companies, public sector organizations, sports associations, youth agencies and universities. The researchers interviewed two groups which they found to have the most information on the topic. The first group were leaders from a variety of sectors of the economy. The second group were professionals of leadership development involved in the conception and management of programs. Their goal was to have a sample which would be representative of all sectors and regions in Canada. The method for data collection used was structured interviews which would help establish a rigour in the data collection process. The goal was to determine the developmental strategies and define the foundation of leadership, while also looking to discover what works best to develop leaders and how the leadership development programs evolve over time.

The methodology and statistical data was well described and broken down into detail which helped evaluate it. However, there is neither description nor the example of the interview guide therefore we could neither evaluate the themes of the interview nor its face validity. The authors surveyed 66 experts to understand the most used and effective

leadership development practices. However, the focus (largest sector represented 36.4% of participants compared with 12, 1% in private sector) was mostly on leadership development programs in cooperatives therefore this is a limitation since we must be careful when generalizing the results of this study. In addition, we did not get any specifications on the types of programs and whom are they targeted for in the presentation of the leadership development programs which would have been of interest.

The results of the study were divided into three sections, one being on developing competent leaders, ensuring a pipeline of reliable leaders and reinforcing Canadian leadership. The aspect that was relevant for our thesis was on the architecture of the programs including the components of a leadership development program. The outcome of this study is not very clear and comes down to a prescriptive list of things to do or not to do in leadership development. Therefore the results cannot be reliable.

2.5.2 Vicere (1998) study

Vicere has contributed greatly to the study of development in the United-States, more specifically management development and leadership development. He is one of the rare individuals to have investigated on this subject specifically the evolution in the practices over more than a decade.

His objective in the studies was to update and understand the evolution and trends in executive development and management development. Vicere did longitudinal surveys. The sample consisted of 400 organizations from the Fortune 1000 list. However, unfortunately only n=44 organizations participated in the study, which represents an 11% response rate. This low response rate was due to the length and complexity of the measuring instrument.

In this article, Vicere explains that his survey reveals the emergence of a new era for executive and management development (1998). This new era is characterised by a bigger emphasis on development as a condition of organizations efficiency. As in his

previous studies he also noticed an increase in the growth of leadership development and management development. This study does not go in depth on trends and forecasting of executive and management development.

There are some limitations in Vicere's studies. First, his work is based on surveys which brought up more questions than answers; and there is a lack of theoretical contribution. Since he mostly used surveys it didn't allow him to make an in depth analysis of the dynamic of management development and leadership development in the organizations. Despite the limitations, he has brought some important and interesting contributions to the area of development, particularly, executive development and management development.

2.5.3 McIntyre (1997) study

Just like Vicere in the United-States, McIntyre tried to understand the evolution of management and executive development in 1997 in Canada. It is the only Canadian study dating back to that time which we found. McIntyre had the objective of finding common problems with executive and management development. To do this he did a survey in 625 Canadian medium and large organizations mostly in the private sector, including multinational organizations having operations in Canada. From 625, n=153 responded to the survey, therefore the participation rate was 24.5%. In the participating organizations, the average number of employees was 5000. All of those organizations had structures and well developed policies in place for their management development. In addition to the surveys, the researcher did interviews with the suppliers of management development. It is basically the division of executive training in business schools. McIntyre was interested in the way in which suppliers interpret change in their markets and innovative initiatives they make to take advantages of the opportunities. His study concluded multiple interesting results. He found that spending and magnitude of development was increasing. He also predicted that this tendency would continue. Also, he brought interesting results of the evolution and trends in internal vs. external

development programs. In addition, he had some results on the methods and practices of development, the content of the programs and formality.

2.5.4 Conger and Xin (2000) study

The Conger and Xin (2000) is an empirical study which is relevant to ours and therefore got our attention. It is a study supported by two important organizations. One is International Consortium for Executive Development Research (ICEDR), is the biggest learning research network on executive development and leadership development. Founded in 1991, ICEDR develops senior level and next generation HR executives at leading companies around the world. The second important organization is the University of Southern California, which dedicates itself to topics such as governance and development of leadership competencies.

The population in this study was $n=47$ composed of international organizations members of ICEDR. Among them, 25 responded for a total response rate of 53%. They come from different industries including (automobile, electronic consumer products, pharmaceutical and mining) and from various regions including 9 from Europe, 10 from North America, 4 from Australia and 2 from Asia. The questionnaire was designed by the ICEDR and the Institute of Leadership. It was transmitted electronically to the participants. The respondents occupied senior positions in their organizations, as vice-president or HR director. The main goal of the study was to investigate what is being done by organizations in terms of the offer of executive education and the future trends. This study aims to make a point on the different components of the initiative of executive education and describe the changes and future trends. The results help determine the objectives, the needs, and the content of development programs. They help recognize the trends and challenges in development in the 21st century. The important trends and challenges they came up with include: the increasing importance of the evaluation of development programs, the objectives of the development programs, the content of the development program, the method and activities of development with recommendations of improvement in the future.

2.5.5 O'Brien and Hall (2014) study

Another study was a published report done in 2014, by the Conference Board of Canada on leadership development practices in 32 Canadian organizations in various industries including: aviation, education, financial services, health care, hospitality and tourism, information, communications and technology, logistics/transportation, and manufacturing. The description of the methodology of this study was very brief, solely describing the participants and how they surveyed their participants online. It is important to note that they do warn the readers that the results of the report are not representative of all the Canadian organizations, but more of a snapshot of leadership development. An important limitation is that there is no description as to how the sample of 32 organizations was chosen. In addition, the sample size is fairly small and therefore we cannot deduct that it is representative of the population. It is also mentioned that the survey results are supported with five interviews on in depth leadership development practices. They found interesting results regarding the most commonly used practices vs. the most effective ones by level of leadership.

They provided multiple recommendations for leadership development practices improvements such as (O'Brien and Hall, 2014):

- To make leadership development a priority.
- Aligning leadership development practices with changing demographics.
- Identifying organization-specific leadership competencies.
- Formally identify and focus on developing high potential employees.
- Allocate resources to leadership development practices that are most effective.
- Measure and evaluate leadership development programs and practices

Even though there are some limitations in this study it is relevant for the thesis. The data and results are very revealing and helpful in understanding various aspects of a leadership development programs including: business issues driving leadership development, leadership development priorities in organizations, critical leadership competencies, leadership development practices and their impact on the organization

success. This study is very recent therefore it does illustrate well the current overview of leadership development in Canada, although it is hard to generalize since the sample size is small and not necessarily representative.

2.5.6 Critical synthesis of empirical studies

We chose to present the five studies that were the most interesting and relevant on the subject of the leadership development. However even though these studies have given us plenty of information on the state and evolution of leadership development, they do have a number of limitations. We've tried to include a variety of different empirical studies: some older, other more recent, to have a broader view on a subject. These five studies brought us some interesting finding regarding the leadership development programs and components (suppliers, objectives, content, magnitude, practices and activities and future trends) as well as the challenges and difficulties in leadership development. In addition, we got an overview of the learning needs, learning content, pedagogy, participant mixes, instruction, and organizational integrating mechanisms.

As for the limitations, only one of these studies was recent while the rest date back to 14 years ago and some to as much as 16 years ago. Therefore, our current knowledge on the subject is fairly limited and needs more of an in-depth analysis. In addition, the majority of the studies were quantitatively completed via questionnaire which also limits the wealth and depth of the information we get from these studies. The older studies by Henein and Morrisette(2007), Vicere (1998), McIntyre (1997) and Conger and Xin (2000) only had a descriptive discussion and were quite limited to allow us to make the profound analysis of the phenomenon. Finally, most of the subject studies we found had focus on the United-States or sometimes the rest of Canada and were therefore not very representative on the reality of the Quebec market.

The approach and methodology of the five studies we presented also have some limitations including the examples and the way these studies were structured. For example, the Henein and Morrisette (2007) study had a focus solely on cooperatives

which is a limitation of an in depth analysis we were looking to find. In Vicere's (1998) study he mentions a lack of theoretical contribution in leadership development. Also, most of these studies have a singular perspective being the internal organizational experts or top management related only. It was rare to find an external perspective (supplier side) from coaches and trainers. The O'Brien and Hall (2014) is limited in its description of the methodology in the research therefore there is a lack of rigour as well.

This completes our critical synthesis of the five studies we presented in this section. These studies are a good starting point for our research in terms of the evolution of the state of leadership development and the content of leadership development programs.

2.6 Leadership Development programs

In this section we will present specific description and differentiation of development programs. Then, we will present a variety of important components in leadership development.

Before we present the wide variety of leadership development practices it is important to understand what is a leadership development program. Henein and Morissette (2007: 114) defined a leadership development program as, "putting together an effort to improve individual and organizational capacity in terms of leadership to respond to current and future demand of leaders".

McAlearney (2009: 2) defined leadership development programs as "educational interventions and skill-building activities designed to address and improve the leadership capabilities of individuals. Leadership development programs include a variety of elements such as training, practice, opportunities to discover oneself, support, and the creation of a community with a sense of a belonging (Henein and Morissette, 2007).

Currently, there are four general types of programs including public programs, internal organizational programs, university and organization partnerships and the consortium approach.

Public programs-“University-based programs”: offered by universities and other institutions. The clients consist of organizational employees from various sectors. The university-based programs principally develop conceptual competencies rather than technical ones. This type of programs facilitates the leadership development by encouraging individuals to be more open. Also, it is an excellent opportunity to develop an external network of contacts. These programs are personally and professionally rewarding where they help the manager gain new knowledge, research and critical thinking generated by the universities (McIntyre, 1997). However, many individuals from the business area have criticized university-based programs being neither practical enough nor efficient. In addition, the programs have been deemed too long, generic and expensive (Vicere and Freeman, 1990). Also, some have argued that university classes are limited to developing new knowledge not new competencies in leadership.

Internal organizational programs-“In-house programs”: offered by the organization to its members and employees. These types of organizational programs are suited to the particular to the needs and the culture of the organization. Sometimes these programs are offered by a professional association and therefore are targeted towards a certain industry or group of employees. These organizations want to use development as a strategic lever to reach business objectives. These in-house programs include corporate universities in some very large organizations. The advantages of in-house programs are multiple. First, the content of these programs is directly related to specific problems in the organization and takes into account its vision and values of the organization (Crotty and Soule, 1997; McIntyre, 1997; Vicere and Freeman, 1990). In addition, these programs have a cost advantage compared with universities which allows organizations to have a bigger pool of candidates (participants) in them. According to McIntyre (1997), these programs also help organizations have more control over the content taught, the participants and the length of the program. The major inconveniences of

these in-house programs are that they are limited and have a narrow perspective since very few external participants are involved. In addition, some have argued that these programs could be dominated by short technical seminars instead of development focusing on critical organizational problems.

University and organization partnership: Sometimes universities, institutions and organizations have a mix of the first two types of programs where a university adapts a program to suit the organizational needs (Crotty and Soule, 1997; McIntyre, 1997). This approach helps combine the characteristics of the university based program with those centered on the in-house program. The directors of the university training are proposing partnerships with the business community by offering more personalized programs. These personalized programs leave place for organizational, regional and industrial preoccupations. In this way universities are investing most of their time and resources to determine the needs of the market and construct programs which responds to those needs. A big advantage of these types of program is that no diplomas are involved which leaves a lot of flexibility for the university and the organization.

Consortium approach: According to McIntyre (1997), “a consortium is a formal agreement between organizations, usually not being competitors, to share training and development resources which could be money, or the content of a program, or both”. The authors explain that in most cases, members of a consortium share a spirit of cooperation, which could be energetic and economic for them. The consortium approach is particularly adopted when developmental needs are generic. This approach tends to gather the advantages of university based programs and those of in-house organizational programs. Organizations benefit from different perspectives by approaching and resolving similar problems. However, this approach is not without its limits. Since this type of program is based on a company the arrangements of consortium could be narrow and perspectives could be limited to the number of organizations involved. Also, maintaining a cooperative and cohesive relationship between members is difficult to achieve.

2.6.1 Leadership Development components

Magnitude of Leadership Development: Studies show an evolution of leadership development on multiple fronts. There is a growing demand and variety of offers on the market for leadership development. Therefore the importance of leadership development is rising in organization as 81% of surveyed individuals say that leadership development is a strategic priority in their organization and is on their CEO's agenda (O'Brien and Hall, 2014). However, in Canada, 63% of respondents indicated that they have experienced challenges in their business environment in the last few years which have directly impacted their learning and development budget and in turn their leadership development initiative (Hall, 2014). This could greatly affect organization's capability in the long-term and their success.

Suppliers: Internal vs. External: Essentially there are two approaches to training and development. One of them being the external classes offered by consulting firms or management schools and another being the internal organizational programs which uses internal and external vendors such as development experts to develop programs internally (Saslow, 2005). In the 1990's Vicere and Freeman (1990) found that even though the rate of participation for external programs is supposed to increase, the registration has become relatively small compared with internal programs. It seems as though the increase in the budget allocated for internal leadership development programs was predicted to be higher than the one for university based programs. In 1992, 66% of organizations noticed an increase in the use of internal programs. According to Vicere, it was clear that the growth of internal programs was going to exceed that of external programs (1998). In the long term, it was predicted that only a small number of external suppliers would survive. In the Conference Board of Canada report in 2014, it was found that for both high potentials and executives, in-house leadership development programs were more used and more effective than university based programs (O'Brien and Hall, 2014). However it was not specified whether those in-house programs were designed and supported by internal or external partners.

Length of programs : An analysis of the typical length of in-house programs reveals that the majority are between one to three weeks in length (Vicere and Freeman, 1990). It is important to note that findings indicate that program length is becoming longer over time. If we refer to the Vicere and Fulmer (1998), which is the last study we found on this aspect, it is apparent that internal programs are becoming longer. However, it is hard to draw any conclusions about this phenomenon since this aspect has not been the topic of many studies in leadership development. Particularly we have not found any studies on this aspect, since 2000.

Formal Leadership Development approaches: Silzer and Dowell (2010) proposed a typology of formal leadership development approaches which can be organized into four categories: 1.) individual skill development, 2.) socialization of the corporate vision and values, 3.) strategic interventions that promote major change in the organization, 4.) action learning approaches to address organizational challenges and opportunities. McIntyre(1997) explained that organizations use a combination of approaches to leadership development and management development where they integrate a number of practices and methods of development.

Now to better understand these approaches we will describe them. The first approach focuses on helping individuals learn important leadership skills. The second approach is about socializing the corporate vision, mission and values of the organization. This approach has gained some popularity in the recent years. The third approach is to help facilitate strategic change. The importance is placed on having participants take the lead and ownership of leading strategic change in the organization. The last approach is about action learning, where individuals participate in projects directly linked to business issues.

Content of development programs and competencies: Conger and Xin (2000) were able to identify and trace the major changes which appeared in the last decade development programs. For each period they identified the learning needs and the methods of teaching. Between 1960 and 1980, the learning needs consisted of mostly helping understand the organizational strategy and develop functional knowledge. In

turn theoretical content was taught through MBA's. However, between the years 1980 and 1990, the learning needs were about organizational and strategic changes. In Vicere and Freeman (1990) study the respondents identified a list of topics offered in the development programs in their organization. Those topics were: leadership, motivation, communication, human resources management, general management, change and organizational development and more. Towards the end of the 90's and beginning of 2000's, there was a change of perspective towards the competencies to be developed, more "soft" type competencies such as flexibility and adaptability became the most important ones to be developed (Vicere, 1998). Specifically those competencies were: leadership, strategic thinking, change management, critical thinking, communication, performance management, decision making and customer orientation.

Conger and Xin (2000) put in evidence that the program content has been undergoing radical changes over the last few decades. Topics such as globalization, employee diversity (cross cultural management), organizational learning and e-commerce are becoming a large part of training and development programs even though they did not exist 10 years ago. In addition, the content of programs has shifted from functional knowledge to leadership development and organizational development.

In terms of the competencies O'Brien and Hall (2014) inquired about the most important competencies now and in the next few years. The results are listed in Table 4 below.

Table 4: Critical Leadership competencies

Now	Three to five years from now
Client/customer-focused/result-focused (20%)	Leading people/Inspirational leadership (19%)
Strategic thinking and planning (16%)	Strategic thinking and planning (12.5%)
Change leadership/management (16%)	Change leadership/management (12.5%)
Collaboration/ team-work (12%)	Collaboration/ team-work (12.5%)
Business acumen (12%)	Innovation/ fostering innovation (12.5%)

Source: O'Brien and Hall (2014)

As we notice there are not many changes in terms of competencies, however it seems as though leading people and innovation will gain importance over time while result-focused and business acumen will become somewhat less important.

Objectives: The goal of leadership development programs nowadays is not solely situated at the individual level anymore (Vicere and Fulmer, 1998, Crotty and Soule, 1997). The notion of leadership development is now associated organizational effectiveness. According to Vicere (1998), leadership development helps facilitate the establishment of organizational strategy.

Leadership development is more and more associated with three of the following objectives: maintain strategic transitions, facilitate organizational changes necessary for realizing new strategic direction and build the in depth leadership talent (Conger and Xin, 2000). One of the recent studies revealed that 80% of respondents declare that the first objective of the efforts of leadership development is to ensure the succession of key positions in the organization. In addition, 63% of respondents said that the objective of the organizations is to accelerate the development of their high potential pool (Dulworth and Bordanaro 2005). Different studies reveal the trend and tendency of the evolution of objectives of leadership development towards a level which can ensure organizational effectiveness (Saslow, 2005).

Program audience (participants): One size does not fit all in leadership development; therefore programs and methods must be adapted and personalized depending on the needs, circumstances and regional variations. Leadership development practices and activities of all kinds seem to mainly be dedicated to middle and senior managers (Yukl, 2013). In different longitudinal studies it was established that segmentation of the practices varies by levels of hierarchy of the manager (Vicere and Freeman, 1998). This author established five levels of hierarchy: president (CEO) and the executive committee, vice-presidents, directors, middle managers and technical professionals.

The answers identified in studies in 1998 demonstrates the growing interest for development programs is offered primarily to managers at the top of the organization and afterwards encompass the rest of the hierarchical levels. Even though the internal organizational programs are destined for all levels of employees, there are differences between the levels. Indeed, the managers, the professionals and the technical personnel participate more in internal programs, while senior managers, directors and middle managers represent those who use external programs (Vicere and Freeman, 1998).

Dulworth and Bordanaro (2005) proposed to segment managers into three categories. The first category is composed of the president and CEO, all the elected officers and executive committee. This category is referred to as the level C category. The second category is composed of the vice-presidents including those responsible for the different functional areas, division and business unit. The third category is composed of high potential individuals having the executive position as a target in the future. Researchers found a difference in the approach towards development between those three groups. Their survey demonstrated that there are significant differences between the three levels in the methods of development used and the time allocated. The major differences are between the executive level and high potential level. It was found that high potentials receive 50% more development than executives which was measured by the number of development days allocated to each group. The high potentials spend most of their time in various job assignments while executives tend to use coaching.

2.7 Practices in Leadership Development

The following chapter will be about leadership development practices. Organizations are deploying different methods for developing leadership in organizations therefore it is important to review the sources. The present review will examine the most prevalent practices used to develop leadership in organizations.

Various authors have classified the different leadership development practices into categories. In the Center for Creative Leadership development, the methods were classified into five categories: formal programs, developmental assignments,

developmental relationships, feedback processes, and self-development activities (Van Velsor *et al.*, 2010). Meanwhile, Yukl (2013) categorized leadership development practices into four categories: formal training, learning from experience, development activities and self-help activities.

Formal training programs: These are structured, off-the-job, events that bring individuals together for a shared learning together to improve leadership in organizations. Some specify that formal programs improve individual leader skills through leader development, while others use the term leadership development in formal training programs. Many large organizations have management training programs. Some also send their managers to outside seminars and workshops. It has been disputed that formal leadership programs are a form of training rather than development therefore it should be called management development rather than leadership development (Yukl, 2013). Although for our purpose we will consider formal programs as part of a leadership development program. It is designed for lower- and middle-level managers than for top executives, and the focus is on skills needed by managers for their current position than on skills needed to prepare for a promotion to a higher position. Moreover, the old pattern of choosing mostly the high potential managers for leadership training and providing it a few times a year during a manager's career is currently being replaced with a wide series of leadership training opportunities available to a manager at different points in time in their career.

Types of training programs :Leadership training can take various forms, anywhere from a workshop of a few hours to a program which lasts over a year and can cover many skills (Yukl, 2013). Organizations can design their own leadership development program tailored to their needs. Some large organizations have a corporate university or a management training center for their employees. However, consulting companies offer leadership training programs for organizations. Meanwhile, universities offer management development programs such as Executive MBA's.

Normally training programs are based on the application of a leadership theory. A number of studies use some of these theories and models, transformational leadership,

the situational leadership theory, the normative decision model and more (Bass and Bass, 2008). The criteria used for assessing the effectiveness of formal training programs include skills learning, behaviour change, and performance improvement. The relative importance of how much leadership training can affect the individual depends on the ability and personality of the individual, the training and execution and supporting conditions. The design of the program is extremely important, which takes into account learning theory, the specific learning objectives, characteristics of trainees, and some practical considerations including costs and constraints.

On-the-job experience: It has been argued by many successful senior executives that leadership development is best learned on-the-job. Many have concluded that traditional classroom training in most formal leadership development programs is at best partially effective in today's business context. It was quickly realized that by the end of the program individuals slip into their routine and tend to forget what they were taught in the classroom. In addition, there was a very low transfer of learning happening. This is the why many organizations have turned to on-the-job learning also called job assignments, which can be defined as a continuous process of learning and reflection. McCall et al.,(1990) identified that it was specifically lessons of experience which were the best sources for development.

Fulmer, Stumpf and Bleak (2009) argued that on-the-job experience represents 70% of the development methods used by the best organizations to develop leadership. Learning from experience is recognized as one of the most efficient methods used to develop individuals for senior roles. On-the-job learning seems to be the most effective method for preparing high potential individuals for senior roles. This type of activity has different aspects such as: inter-functional job mobility which is done through job rotation or special projects (Derr, Jones and Toomey, 1988: 281). Also, another aspect of on-the-job experience is a possibility of inter-unit mobility which is a change of division, department or subsidiaries. Finally, there is a possibility of international mobility, where the individual can change countries for a temporary period of time. This

type of development is able to enrich competencies and increase the perspectives of the individual on the complexity of the organizational methods.

It is important to keep in mind that almost everything could be seen as a learning experience, in turn there should be an incorporation of assessment, challenge, and support (Van Velsor *et al.*, 2010). Also, it is important to quantify and categorize experience, even though it is multi-dimensional and complex. There needs to be a link between the degree of challenge in the work experience and relevant outcomes. In addition support is important therefore more attention needs to be given to helping individuals gain the desired lessons of experience as part of the developmental process. Support also means that organizations should tolerate failure since there is a learning curve and to learn individuals should be given chances to improve.

Challenging assignments are an important source of learning for leaders on-the-job. This category includes job assignments, job rotation, expanded work responsibility, temporary assignments and action learning projects (Van Velsor *et al.*, 2010). The goal is to match individuals with appropriate assignments, meaning to give the leaders enough challenge for their development needs, but also providing assessment and support in these assignments. In the past, developmental assignments have been done by moving leaders upward in the organization to expose them to new challenges, but more and more lateral moves and temporary assignments are being used for development. Assignments are becoming very relevant today on the globalized business scene where expatriate assignments are a crucial for senior leader development. In this type of developmental assignment feedback and monitoring are important to ensure success of learning and development. Research found that learning from experience is affected by the amount of challenge in assignments, the variety of tasks and assignments, and the quality of feedback (McCall, 1998, McCall *et al.*, 1988, McCauley, 1998, McCauley *et al.*, 1994).

Prior to the assignment, a preparation of a concrete learning plan is recommended to increase the likelihood that an individual will understand and take advantage of the learning. It was suggested by McCauley *et al.*, (1994) to improve planning and use of

developmental assignments that challenges and learning opportunities should be matched with manager's needs, career aspiration and learning orientation. Also, the process of retrospection post developmental assignment is likely to increase learning from the experience, which can be facilitated by a boss, a mentor, or a training and development professional (Allen and Hartman, 2008).

One empirical study tried to link the developmental components of jobs, and to develop and test a way of assessing the developmental potential of different jobs (McCauley *et al.*, 1994). The data was collected from 700 managers from different organizations and levels. The authors did a Developmental Challenge Profile (DCP) to assess job characteristics put into three categories: job transitions (e.g. unfamiliar responsibilities), task-related characteristics (e.g. creating change), and obstacles (e.g. lack of top management support). The results were that challenging jobs are associated with greater on-the-job learning. These findings emphasize the importance of the knowledge of the developmental components of various jobs and matching individuals with jobs that will best develop them.

Action learning: This is a method that is considered more and more effective for development (Barrett and Beeson, 2002). Revans (1998) the founder of action learning argued that individuals learn better when put into action compared to passively listening to lectures. This method of learning consists of real time problem resolution in addition to classroom learning. As an example this method consists of a case study or a group project. It helps develop the critical mind, decisional capacity and gives an occasion to apply the lessons learned from the training. Action learning also helps develop autonomy in problem resolution, integrate organizational norms and help create a network of support for the participants.

Action learning is described as educational approaches where managers learn by using issues from their work. It involves a continuous process of learning and reflection, built around groups of colleagues, with the objective of work-related projects. These experiences have certain characteristics including: 1.) an emphasis on learning through action, 2.) normally practiced in teams, 3.) build around company issues, 4.) participants

in problem-solving roles, 5.) team decisions completed in a formal presentation (Dotlich and Noel, 1998). The stages of an action-learning project are standard. Normally, managers receive the project assignment and review it. They have access to essential financial and marketing information as well as customer information. When the findings and recommendations advance and become drafts, then they are reviewed by outside consultants to review the recommendations. The conclusion is to present to a senior group of executives from multiple business units. After, the participants have opportunities to learn about their successes and challenges in their recommendations and project during the follow up sessions.

Multi-source feedback (360-degree feedback): This is used to describe the method of collecting perceptions of an individual's performance from a variety of relevant viewpoints (Day, 2000). These sources include peers, direct reports, supervisors, and sometimes stakeholders such as customers and suppliers. The multi-source feedback is used for a variety of purposes, but mainly to assess the strength and developmental needs of individual managers (Yukl, 2013). The underpinning of the feedback program is that most managers do not know themselves well in terms of their skills and behaviors. During the feedback process, managers obtain information about their behaviour and skills from various sources through a standardized questionnaire. The main advantage of a multi-source feedback is that it gives a more complete and accurate picture of an individual's performance. The 360-degree feedback was one of the most notable management innovations of the 1990's (Day, 2000).

A study was conducted by Van Velsor, Leslie and Fleenor (1997) describes sixteen survey instruments used in feedback programs and reviews their strengths and limitations. Accurate feedback depends on a variety of factors. It has been stressed that multi-source feedback ought to be only used for developmental purposes and not for performance appraisal process (London, Wohlers and Gallagher, 1990). Also, feedback will be more accurate when rating questionnaire tracks behaviour which is easy to observe. In addition, respondents will provide better information if they know and

understand the purpose and procedure of the feedback questionnaire. The feedback is facilitated by norms with percentile scores which were evaluated on a large sample of managers. This is to help the managers assess their performance and see whether they need development or not.

There is not a lot of research on the advantages of different types and forms of feedback. Authors have argued against the value of giving feedback based on a standardized quantitative questionnaire, since behaviours are abstract and difficult to see in reality. It has been suggested to replace the quantitative questionnaires with a more open-ended questionnaire.

Overall, the effectiveness of a multi-source feedback depends on the form of feedback and the way it is presented (Kaplan, 1993). The most effective way of presenting feedback has been found to be when attending a workshop with a facilitator, compared to just giving managers their results to read (Seifert, Yukl and McDonald, 2003). The reason behind this is that a facilitator can help the managers understand their results and help plan what to do with the results to improve their leadership.

Mentoring: This is a relationship where a more experienced manager provides help and support to a less experienced protégé. Normally, the mentor is not the protégé's immediate boss, but is a higher level manager (McCauley, 1998). Most formal mentoring programs match a junior manager with a more senior executive. It is important to note that there is formal and informal mentoring to facilitate development in organizations. Formal mentoring is a planned mentoring programs assigned, maintained and monitored by the organization (Kram and Bragar, 1992). While, informal unplanned mentoring is normally encouraged by the organization, but not administered by it. Mentoring programs are about support, with a certain attention to challenge and consideration of assessment.

Research on mentoring has found that it provides two functions: career-facilitation (protection, sponsorship, challenging assignments, exposure and visibility) and psychosocial (acceptance, encouragement, coaching and counseling) (Murphy and

Riggio, 2003). Mentors can also benefit from the experience, where it can increase their job satisfaction and further develop their own leadership skills. However, the potential benefits from mentoring are not always supported. For example it has been found that formal and informal mentoring is not equally effective, informal mentoring is more successful than formal mentoring. The difference might be due to the way a formal program is done, including the selection and training of mentors. The success of a formal mentoring is augmented by making participants voluntary and providing a mentor a choice of a protégé. There is one negative potential risk that has been found in mentoring which is over-dependence (Yukl, 2013). There is a possibility that a protégé can become too closely aligned with their mentor. However, the benefits of mentoring outweigh the risk and therefore mentoring should be considered as a development method.

Research suggests that mentoring is a useful technique for facilitating career advancement, adjustment to change, and the job satisfaction of a protégé (Payne and Huffman, 2005). It offers stronger organizational commitment and lower turnover. The effect of mentoring does vary by type of mentoring and type of outcomes expected. Very few studies have assessed the relationship between characteristics of mentoring programs and outcomes. Not much is known about skills, behaviours and values developed through mentoring relationship, the facilitating conditions or the way in which a mentor facilitates this development (Yukl, 2013).

Coaching: Over the last few years, individual coaching has become a popular type of development in organizations (Feldman and Lankau, 2005). Throughout literature the type of leader who receives coaching is a high-level executive, while the coach is a former successful executive or a behavioural scientist with experience in management consulting. The main purpose of an executive coach is to facilitate learning of the skills that are relevant for current or future responsibilities (Barrett and Beeson, 2002). They also provide advice about how to best handle challenges, for example dealing with a difficult boss or working with individuals from different cultures. This development method is useful in combination with other methods in providing information about

developmental needs, but not directly improving skills unlike other methods. The coach is usually employed for a limited period of time varying from a few months to a few years. There can be an internal or external coach to the organization. An internal coach offers certain advantages such as more availability, more knowledge of culture and politics, and a better understanding of the strategic challenges and core competencies. Meanwhile the external coach provides wider range of experience, greater objectivity (neutrality), and more confidentiality (Yukl, 2013).

Unlike formal training, executive coaching offers convenience, confidentiality, flexibility, and personal attention (Barrett and Beeson, 2002). However there are a few disadvantages including high cost, which is the reason why it is mainly used for executives. Also, there is a shortage of competent coaches. Organizations need to have clear rules and guidelines when using coaches to avoid problems with this technique. It is important for the coaches not to have their own personal agendas such as to sell consulting time to make more money or to try to gain power within the organization. Behaviours and skills which were found to be improved through executive coaching are listening, communicating, influencing others, building relationships, conflict handling, team building, initiating change and developing subordinates (Day, 2000). Finally, research on the effects of executive coaching on development and leadership effectiveness is limited, but evidence is favourable. Research is needed to answer questions such as how does it work, why does it work and for what specific purpose (Perkins, 2009).

2.8 Evaluating and measuring the effectiveness of Leadership Development

In this section we will address the evaluation of the effectiveness of leadership development and leadership development programs. Many authors have tried to measure and evaluate the impact of leadership development programs and practices on leader's behaviour, skills and abilities. We will first present the studies and results in a global way and the outcomes of leadership development.

2.8.1 Global effectiveness

The main goal of all leadership development initiatives and programs is to increase leadership effectiveness in helping organizations achieve success and results. There are a number of studies on the effectiveness of managerial development, training and leadership development. There is a fairly large body of empirical research on the effectiveness of leadership development programs, including two major meta-analyses (Burke and Day, 1986; Collins and Holton, 2004). A leadership development initiative evaluated on its effectiveness would involve questions in terms of how effective the program is in fulfilling the initial needs meaning the program objective, leadership characteristics and behaviors, and the desired expected results for the organization. The success is a measure as to how well those results are achieved.

In many leadership development reviews and meta-analyses, it was found that organizations fail to empirically evaluate the outcomes of their leadership development programs (Collins and Holton, 2004; Day, 2000; Kur and Bunning, 2002). This takes away from their opportunity to evaluate the program and compare the outcomes. The Conference Board of Canada found that most organizations (66%) are not formally evaluating their leadership development investment and results (O'Brien and Hall, 2014).

Burke and Day (1986) applied meta-analysis to available managerial training and development studies to discover the kinds of training that were effective, to what degree they were effective, and the relative effectiveness of the different training methods in improving learning. Their meta-analysis included 70 published and unpublished studies from 1951-1982. The analysis involved managerial personnel, evaluated the effectiveness of more than one program, and included a control group. They captured information, such as, training content, training method, outcome variable, managerial level, years of work experience, sex of participants, length and type of program, time between training and evaluation process, and finally, the assignment of subjects.

Their conclusion, based on 70 studies, was “that managerial training is, on the average, moderately effective” (Burke and Day, 1986). However, the authors do not report the effect size across all variables. This study has helped clarify the breadth of managerial training, but indicated that more empirical research is needed. It was found that managerial training was primarily focused on improving individual managerial skills and on-the-job performance.

Another study which was inspired by the Burke and Day (1986) was explored by Collins and Holton (2004). They explored 83 studies on managerial leadership development from 1982-2001. They divided them into three independent meta-analyses according to research design: post-test-only with control group, pretest-post-test with control group, and single group pretest-post-test. Overall, most managerial leadership development interventions were found to be between moderately effective to highly effective. Formal training programs with knowledge outcomes were highly effective.

Day (2000) produced a review of some selected practices in leadership development. He found the practices of 360-degree feedback, executive coaching, mentoring, networking, job assignments and action learning to be beneficial for leadership development. However, he did not find very good evidence to support all his claims. He concluded that effective leadership development is less about which specific practice is used, but more about consistent and intentional implementation of the practices. Linking initiatives across organizational levels within the context of the strategic business challenge is the key to success in leadership development.

It is important to note that most of the studies we presented are about management development, management training and leadership practices. However, they help to understand how training and development effectiveness is evaluated globally. It is important to remember that the general results for a method or practice do not indicate how effective it will be for an individual. The actual effectiveness of a program and practice will depend on a variety of things including but not limited to the type of learning desired, the individual characteristics of the participant, and the facilitating

conditions in the organization such as having a learning climate, a process for assessing needs, support by boss.

2.8.2 Outcomes and benefits

Researchers argue that outcomes are the driving force and energy behind the design and implementation of leadership development interventions (Collins and Holton, 2004). Outcomes are defined as “the measurements of effectiveness or efficiency (of the organization) related to core outputs of the system, subsystem, process, or individual” (Holton, 1999). Outcomes of leadership development interventions have the potential to affect the individual, group, and organizational performance levels (Swanson, 1995). The individual outcomes such as knowledge acquisition or self-awareness building are developed over a shorter period of time (single event), while skill development and behavior change are developed over longer periods of time (multiple events) (McCauley, 1998). The improvement of skills or changes in behaviors is known to improve the productivity of workgroups and to enhance the ability to meet organizational goals. Examples of outcomes in the current literature were improved subordinate and human relationships, improved knowledge skills and attitudes, improved trainee leadership and group effectiveness, improved decision-making style, sensitization of trainees to their management role, and development of a shared personal and organizational vision (Bass and Bass, 2008; Clark and Clark, 1996; McCauley, 1998).

Collins and Holton (2004) found that organizations had begun to take a more systemic approach to leadership development. Strategic leadership and team management skills were the most distinctive changes in the content of managerial leadership development programs since the previous study by Burke and Day (1986). Collins and Holton (2004) found formal training continues to be the primary type of managerial leadership development method, while on-the-job experience through job assignments comes in as second.

Literature indicates that the outcome of most training and development is to teach and improve managerial skills and on-the-job performance. On the other hand, there appears to be a lack of evidence on the contribution to organizational performance.

2.9 Challenges, difficulties and limitations in Leadership Development

Organizations are not confident in the success of managing leadership development. Barrett and Beeson (2002) explained that more than half of organizations surveyed in their study did not believe they were effectively managing leadership development. Outcomes of the leadership development initiatives and programs make a preoccupation for organizations. We believe it is important to elaborate on the challenges, difficulties and limitations in leadership development to understand the current concerns and problems organizations face when implementing leadership development in their respective organizations.

2.9.1 Context and conditions for learning

Zaccaro and Klimoski (2002) argued that there needs to be emphasis on the context of leadership development to understand it in the real world. Context is a very important component for leadership development. A number of programs rest on the assumption of one size fits all, but in the early stages of planning, organizations must know the goal and objectives of the program and align it with the strategic plan of the organization.

The effectiveness of the development depends not only on individual predispositions, but also on a **favourable context for learning**. One of the challenges of accelerated development is to learn how to quickly learn leadership. Industry experience in leadership development has demonstrated that to become a successful leader requires going through a transformation (Hill, 2004). Therefore this normally requires a significant investment of time and energy. Dubouloy (2004) refers to this transformation as a phase of deconstruction and followed by a phase of reconstruction with the support of a transitional period with coaching. McCall (1998) argued that the transformation implies a change, in turn abandoning the individual we were to become who we are now in the present. Day and Harrison (2007) state that to become effective, an individual

must be able to build and maintain a sense of identity as a leader at three levels: personal, relational and collective. There are different measures which can be taken to promote learning and develop capacity for leadership development. In his work McCall (1998), affirms that support during transition periods is a critical element to facilitate learning in the developmental process. Indeed, when an individual enters a new function in a novel situation this stimulates anxiety and uncertainty, which are barriers to learning. To face this situation it is explained that support is essential from others for the emotional cost of the changes and transformation.

The support of the immediate supervisor is an important element in the learning process which can facilitate development of leadership skills as well as career development in subordinates. Even so, a number of authors argue that managers often do not maintain these responsibilities even though it is their duty to do so (Karaevli and Hall, 2006). Managers do not always give high responsibilities to high potentials or other individuals under their authority (Harris and Feild, 1992). Barrett and Beeson (2002) argue that managers do not see any specific advantage to take a risk and invest themselves with an individual they do not know and for a temporary period of time. Therefore it is crucial to make managers feel accountable for leadership development through compensation and reward.

The direct supervisor can be a good facilitator for development of leadership skills (Groves, 2007; Hillman, Schwandt and Bartz, 1990; London and Mone, 1987). Nevertheless, bosses who are preoccupied with their own career advancement or who do not understand the importance of coaching and mentoring are not as likely to spend the time on developing their subordinates. In addition development will be negatively impacted if managers treat their subordinate mistakes as failures instead of learning experiences. It is also hard for managers to provide the right balance between guidance and challenge, since they might become overly protective of their subordinate and in turn fail to develop them. Conger (2014) argued that one of the fault lines of leadership development is the paradox of the disappearing boss. He explained that due to spread of leadership development in the organizations, the popularity of coaches and mentors,

self-directed teams and rise of 360-degree feedback, direct supervisors have shifted into the background. However, bosses have an important role to play in leadership development: one of the biggest impacts is on teaching and developing their employees, therefore, the direct supervisor needs to be present during leadership development process.

The involvement of the CEO and top management in leadership development is extremely important for its success. Bass and Bass (2008) explained in a study of best practices of leadership development that it should be supported by top management and the CEO throughout the success of its efforts. In addition, top management's engagement enables a better alignment of the program towards the recognition of organizational objectives. Also, the interest of the top management stimulates membership of organizational members and helps convince them of the importance to attain organizational goals. The success of the program remains on the support of the executives and their shared vision (Harris and Feild, 1992). They state that the implication of top management is almost a universal leadership development best practice. These individuals can have a role in the formal training program, action learning, share their knowledge as a mentor or play the role of a coach and be role models for all managers in the organization. CEO and Top management participation gives prestige and value to a leadership development program which in turn stimulates membership adherence.

McCall (1998) proposes that development would be facilitated if all participants would have **access to resources to learn**. Also, during the time of economic downturn many leadership development initiatives tend to be put on hold or even worse budgets are cut. However, access to resources could be such things as valuable (quality) assignments. The biggest frustrations during accelerated development are often due to characteristics of the assignments (Harris and Feild, 1992). A valuable assignment is one with high responsibility, both variable and significant for the individual to learn. As of the first experience, it is important to have challenging assignments. Participants in a leadership development program are looking for a challenge. Also, Beeson and Barrett (2002) and McCall (1998) add that **mistakes should be tolerated** since they are a big source of

learning. All the assignments should have a calculated level of risk (Yukl, 2013). There should be a balance between risk (not being too simple, with enough challenge), however not overly so to affect organizational performance and results. The assignments are time taking, therefore organizations must provide enough time for learning and integrating the learning.

Clarifying learning objectives and providing incentives: McCall (1998) explains another factor which affects learning in a favourable way it is about clarifying the learning objectives and in addition, offering incentives to attain those goals. This is an important aspect since a lot of managers and high potentials have other priorities and job challenges. In addition, they do not always see the importance of development and how this will bring them to success. It is important to provide a source of motivation through incentives to bring them to develop leadership skills and competencies. An example of an incentive is encouragement and recognition from the supervisor or visibility with top management, or a special project.

Technology can help facilitate learning and development. This does not mean that leadership development training should be replaced with it however it can be used as a complement. Van Velsor *et al.* (2010) argue that technology is useful to generate learning, but also keep development plans and assessment online. Karaevli and Hall (2006) show that individual development plans could be put online to have timely information for succession planning. In addition, technology can facilitate self-development. Self-help activities can provide a complementary approach to enhance leadership skills. Online modules can allow individuals to assess skills and learn content, at their own pace, just in time. Online simulations can be an effective way to learn and practice skills. Also, traditional training programs are now being blended with online technology which supports e-learning modules, virtual work with coaches and classmates, and tracking of developmental process (Van Velsor *et al.*, 2010). However, while technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together for the learning experience. To maximize effectiveness of leadership development, integration is ideal: face-to-face activities,

coaching or mentoring with technology based tools and processes (blended learning solutions) (Gurdjian, Halbeisen and Lane, 2014).

Feedback is another important part of learning. Kovach (2005) and McCall (1998) argued that individuals need feedback on a daily basis to aid in their reflection of the experience and support the learning process. The reflection of the experience and one's behaviour is an integral part of the learning. It is not so much the experience which helps us learn, but reflecting on our behaviour which helps us transform. Feedback is the main mechanism to continue to learn and develop (Barret and Beeson, 2002). There are some important specifications about feedback which must be noted. It needs to be strategic (given in a short time period after the experience, clear, concise and constructive for the participant of the program). It is suggested that top management participates in the feedback process to help participants be more open when receiving it. This is important because if the feedback is not effective, the participant will be resistant and is limited in their learning.

2.9.2 Decoupling reflection from real work

When it comes to planning the program's curriculum, organizations have a difficult time balancing the approaches to development. On one hand there is value in external off-site programs which make participants solely focus on their learning instead of balancing day-to-day tasks and projects. However, on the other hand, it has been found that during basic training sessions individuals only retain 10% of what they learn in the classroom (Yukl, 2013). Therefore, regardless of the talent or interest, individuals struggle to transfer the off-site program learning into new learned behavior in the workplace post-training. The answer seems to lie in tying leadership development to on-the-job projects where individuals can have an improved learning and impact on the business. However, it is not as simple as it might seem, since it is not always easy to create opportunities for everyone. The ability to push participants to reflect on their experience is an important aspect. Organizations should try to make all the important business projects become a leadership development opportunities for program participants.

2.9.3 Dangers of accelerated development

A leadership development program is often characterized as accelerated with multiple intense activities. Frequent mobility is a requirement to respond to the objective of providing a broad learning experience. However this accelerated rhythm is often criticized. For example, it has been brought up that mandates which are too short do not give enough time for high potentials and managers to develop and progress to higher leadership positions (Barrett and Beeson, 2002; Derr, Jones and Toomey, 1988; Thompson, Kirkham and Dixon, 1985). Also, every individual has a certain level of potential they can attain therefore this is a limitation to their development. Everyone can develop a certain leadership, however not everyone can become a great leader in the organization (Conger, 1996). The individual should want to develop and work on themselves, since it is their responsibility to do so. They need to work on their self-awareness and self-conscience while also working on others awareness around them. The reasons we found in justifying this statement are the following:

1.) Lack of capacity to complete projects

First, mandates which are too short do not develop the capacity to complete the project as a whole; therefore participants in the program will not get a chance to learn persistence and perseverance which these projects require to be completed. Specifically, Conger and Toegel (2003) recommend that projects need to focus on multiple learning experiences to build declarative knowledge as opposed to a one-time quick action learning experience.

2.) Complexity in the evaluation of the consequences of the acts

Second, the evaluation of the results is more complex when the execution time is short. It could happen that some negative effects of decision making during the time of on-the-job learning are solely visible after the end of term of the participant (McCall 1998). In this case the individual will not be held responsible for the mistake. However, in

addition, they will not be able to learn from their mistake which therefore creates inconvenience is to possibly repeat the same mistake again in a different context.

3.) Inexperience in failure

Third, accelerated development might highlight inexperience facing failure. It takes time and effort to develop resilience which is defined as a capacity to overcome uncomfortable situations in the workplace or difficult relationships (London, 1983). This is why quick changes and transitions in positions do not help with experience and in turn, do not prepare individuals for future challenges and difficult passages. The capacity to overcome obstacles and challenges is crucial, Kovach (1989) argued, “the determining factor of success is not live failure, but the attitude we had when we faced it”. When individuals do not perform it is a source of reflection for learning and growth which contributes to improve one’s self-awareness, and provides a way to help cope with adversity.

In addition, transfer of learning is a concern when there is accelerated development. Leadership development takes time and cannot be rushed. In addition there must be a follow-up on to ensure transfer of learning and integration of the new behaviour into day-to-day work. It has been suggested that leadership development should be treated as a process not as an event that is isolated and singular (Silzer and Dowell, 2010; Van Velsor *et al.*, 2010). There is a need to support and follow-up with program participants even after the leadership development activities.

2.9.4 Complexity of globalization in Leadership Development

In 2015, leaders are pushed to be aware and capable of doing business internationally and managing strategies on a global scale. Organizations are realizing how important being up to date with international trends is for business performance and success. In turn, organizations “demand new kinds of leaders with new attributes and competencies”(Terrell and Rosenbusch, 2013: 1056). The problem is that many organizations are finding that their supply of global leaders does not match the demand.

Terrell and Rosenbusch (2013) drew four conclusions after a review of the global leadership literature. **The first conclusion** is that global leaders develop through hands on cross-cultural and global leadership experience. The experiences they qualified as most effective for development of global leaders include: intensive, immersive cross-cultural experiences such short or long-term international assignments, action-learning-based global leadership development programs; and international professional conferences.

The second conclusion is that global leaders learn the importance and value of cultural sensitivity, relationships and desire to learn as a result of their developmental experiences. Cultural sensitivity is the main component of the lessons learned for the global leaders found. They experience and learn the importance and value of cultural sensitivity by working and traveling in different geographic areas.

The third conclusion is that global leaders require a unique set of global leadership competencies to effectively fill their role. The global leaders in this study described a number of elements as being important to fulfill their global leadership role. The competencies were categorized into six clusters including: 1.) cultural awareness and sensitivity; 2.) global mindset/perspective; 3.) learning from experience; 4.) developing and maintaining relationships; 5.) communication; and 6.) knowledge and skills (Terrell and Rosenbusch, 2013).

Finally, the last but not least **the fourth conclusion** is that global leaders develop and learn intuitively through personalized (ad-hoc) learning practices. The global leaders in this study developed global leadership capabilities needed to effectively fulfill their role as global leaders by intuitively utilizing ad hoc learning tactics. The global leaders participated in the experiences with an attitude of openness toward experience and learning, viewing this as an integral part of fulfilling their role.

2.9.5 Overwhelming and irrelevant competencies

While competency models are the heart of most programs, there are a few characteristics which bring dilemmas for leadership development (Silzer and Dowell, 2010). The problem is that these competency model dimensions can be complicated, conceptual, and built around past or current realities (Conger and Ready, 2004). Since many frameworks are based on research on a wide range of leadership behaviours, they tend to be complicated and have a lot of dimensions. It is not uncommon for competency taxonomies and frameworks to have over 30 different behaviours. It is complicated even impossible to focus on developing more than a few competencies at a time. Bennis and Goldsmith (2003) argue that managers should focus on only a few behaviours at a time. Most programs are built around multiple competencies to capture the reality of leadership; they also lose the attention and understanding of which competencies are important for the individual to learn. The second limitation of competency-based programs is that they are based on an ideal leadership-being the best-in-class universal leader capable of adapting to all situations. Not very many individuals can demonstrate a full range of leadership behaviours. Some organizations apply a universal competency model for leadership development, but this model does not work since requirements vary by level and by situation. Also, the underlying assumption behind this type of a model is that an effective leader is the sum of a set of competencies (McCall and Hollenbeck, 2002). However, this does not reflect the reality of the world where there are many ways of accomplishing a job not just one. The last issue with this model is that competency-centric programs tend to be focused on past or current behaviours, therefore these competencies quickly become outdated and not appropriate for the next generation of leaders, which might require new competencies for new challenges.

2.9.6 Failure to build critical mass

One of the drawbacks of individual development programs is that they are not always geared to groups of individuals (Silzer and Dowell, 2010). This is even more true for programs offered outside such as at universities. What happens is that when participants return from the training and development they discover that their learning is not

understood nor used by others in the workplace. The dilemma comes from the fact that work is a collaborative process, it was demonstrated that individual's learnings are inseparable from the collective learning of the group. The problem is that without social support and group pressure, new ideas and behaviours might not receive sufficient reinforcement to be sustainable. An important aspect of the workplace learning community is the shared language and the stories. Having no experience with developmental lessons, the individuals who did not participate in the program will not have the appreciation or comprehension for the knowledge and language other participants share.

2.9.7 Measuring and evaluating the results and the outcomes of initiatives

One of the strongest pressures leadership practitioners are currently facing is to demonstrate return on investment (ROI) and outcomes of leadership development (Hernez-Broome and Hughes, 2004). Leadership development is strategically important, but also very costly. While organizations spend a lot of time and resources on leadership development, not many have tried to quantify the results and impact.

Demonstrating and quantifying the impact and results of leadership development investment is becoming a priority. In order to achieve this, organizations need to start evaluating their efforts and initiatives. Hernez-Broome and Hughes (2004) suggest that most organizations have made assumptions about leadership development initiatives on the efficiency and effectiveness, however solely based on anecdotes and reactions. Canadian Conference Board found that even among organizations that have a formal leadership development strategy, 57 percent confirmed that they do not assess the impact of leadership development activities (O'Brien and Hall, 2014). Among the organizations which did evaluate their leadership development initiatives, the most commonly cited metrics included: participation rates, satisfaction levels, and dollars spent. In addition, some use more advanced metrics including: the impact of development using 360-degree assessments at the individual level and employee engagement measurements at the broader organizational level. In the article, "Why Leadership Development Efforts Fail", the authors explain that, one of the reasons is

due to the failure of measuring results. Without measuring results, there is no way of knowing what works and what doesn't (Gurdjian, Halbestein and Lane, 2014). Once there is an assessment, managers can learn from successes and failures over time and make the necessary adjustments. They recommend using 360-degree feedback during and after the program, also monitoring participants' career development after the program and finding ways to measure business impact of the initiative.

2.9.8 Challenging business environment

It is not unusual during an economic downturn for leadership development budget to be among the first to be reduced or completely eliminated. As a result, leadership development initiatives such as programs and practices begin to dwindle. This sends a negative message to the employees where leadership development is neither important nor essential to the organization. The Conference Board of Canada report (O'Brien and Hall, 2014) indicated that 43% of those who were surveyed indicated leadership development programs have been reduced or eliminated as a result of the changing economic environment. Those cuts to leadership development programs may undermine leadership efforts and internal talent capacity, which are the main drivers of leadership quality in an organization.

Leadership development costs quite a lot and involves a long process therefore time is of a big issue for its sustainability (Derr, Jones and Toomey, 1988; Hill *et al.*, 2014; Vloeberghs, Pepermans and Thielemans, 2005). Resources (time, financial and human) are a limitation to leadership development however organizations need to work around this and find creative ways to address this. As mentioned earlier, both formal and informal activities are labour-intensive and require a large capital investment. Organizations lacking resources are at a disadvantage when it comes to leadership development. Also, leadership development is time consuming therefore employees have to go through the learning curve before getting up to speed. Leadership competencies and skills are not taught overnight, it takes time and effort. The old pattern of selecting mostly fast tracked managers for leadership training and providing it only once or twice during a manager's career is being replaced by a series of leadership

training opportunities which are available to individual's at appropriate points in their career .The growing emphasis in leadership development is on customized programs and practices which helps achieve specific corporate initiatives, yet increases the cost (Vicere and Fulmer, 1998).

Key takeaways and observations:

- **Importance of a favourable context and conditions for learning**
 - ✓ Support during transitions; Support from manager
 - ✓ Support from CEO and top management
 - ✓ Clarify objectives and goals
 - ✓ Provide resources, time, opportunities, technology
 - ✓ Give feedback and facilitate reflection
- **Decoupling reflection from real work**
 - ✓ Push participants to reflect on their learning
 - ✓ Provide real work experience opportunities for practice
- **Dangers of accelerated development**
 - ✓ Lack of time to complete projects
 - ✓ Evaluation of the consequences of action
 - ✓ Inexperience in facing failure
 - ✓ Technical inexperience
- **Globalization of leadership development**
 - ✓ Develop through hands on cross-cultural leadership experience
 - ✓ Learn the importance and value of cultural sensitivity through developmental experiences
 - ✓ Requires a unique set of global leadership competencies to effectively fill the role
 - ✓ Develop and learn intuitively through personalized (ad-hoc) learning practices
- **Failure to build critical mass**
 - ✓ Programs not always geared towards a cohort of individuals
 - ✓ Work is collaborative experience: individual learning is inseparable from collective one
- **Overwhelming and irrelevant competencies**
 - ✓ Developing too many competencies
 - ✓ Focus on past and current realities
 - ✓ Focus on limited competencies and flexibility

- **Measuring the results and the outcomes of initiatives**
 - ✓ Demonstrating ROI
 - ✓ Existing lack of evaluation of leadership development initiatives
 - ✓ Metrics: participation rates, satisfaction levels, and dollars spent, the impact of development and employee engagement
- **Challenging business environment**
 - ✓ Not undermine efforts in leadership and internal talent capacity
 - ✓ Maintain investment and long term process initiatives

2.10 Conclusion

In conclusion, we will go over the major elements we now know and others which are still left to be explored based on our literature review. In addition, we will do a synthesis of the literature review and position our study. Finally, we will introduce our research questions and sub-questions with the overview of our study before going into the methodology in the next chapter.

Organizations are deploying more and more efforts into various initiatives to develop their employees. This is particularly the case of managers who must, possess strong leadership and interpersonal ability to be able to engage, mobilize and retain their employees particularly in times of change and transformation. Unfortunately, the knowledge of leadership development particularly how leadership is developed at various levels of hierarchy in the organization remains very limited. Van Velsor et al. (2010) and Day (2000) have done multiple studies to structure the area of leadership development in the United-States. Other studies were completed around this topic in Europe and in Canada including Henein and Morissette, 2007; McIntyre, 1997; Mintzberg, 2005; O'Brien and Hall, 2014, Vloebergh, Pepermans and Thielemans, 2005. From these studies we have learned about a certain level of knowledge on leadership development program structure and methods of development. Most of this data dates back to over 15 years ago and was done through surveys. Furthermore, in the practices and activities section, we demonstrate the results of the research on the various practices used in organizations and their application. In terms of the evaluation of the effectiveness of leadership development the research suggests that managerial training programs are moderately effective, however more empirical research is needed to link

the development programs to organizational performance. Most of the research practices are inconclusive and need further data to confirm the effectiveness on individual, group and organizational performance.

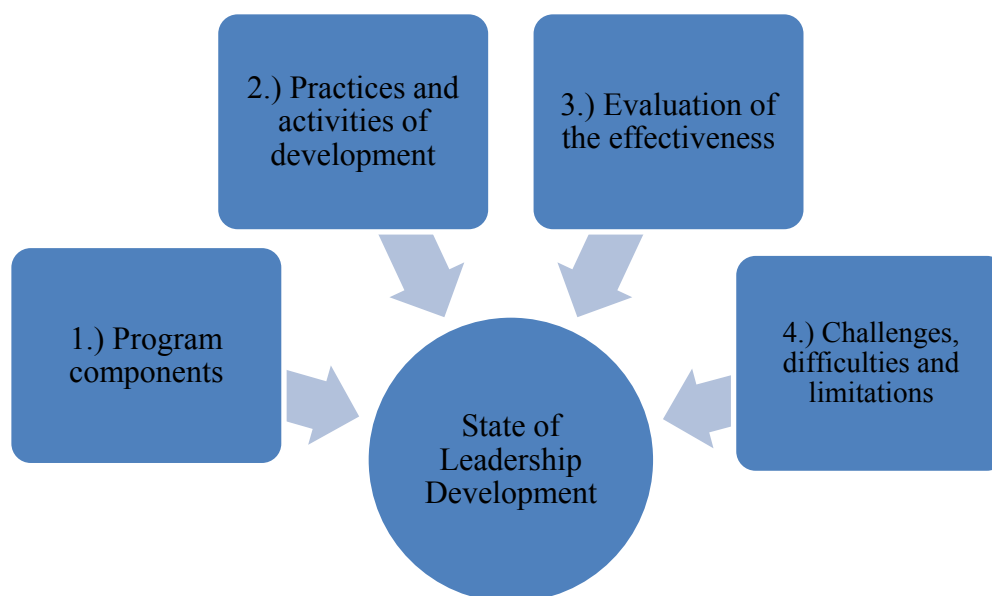
We found that many organizations are not confident in succeeding to manage their leadership development. Barrett and Beeson (2002) explained that more than half of organizations surveyed in their study do not believe they are effectively managing leadership development. This is why challenges, difficulties and limitations are an important aspect at looking into since they can affect leadership development implementation and success. We identified a number of them which we found to be important in literature.

Also, what remains to be found is the process of leadership development and dynamic of leadership development. In fact, most of the studies done are surveys. They don't go in depth in understanding leadership development. Most empirical studies are prescriptive best practices or surveys giving us little understanding of the dynamic of leadership development in organizations. On the other hand, the essential part of the studies date back to over 15 years ago therefore we need to be updated in terms of the current situation and state of leadership development. Also, there is a lack of a general theoretical and empirical support in leadership development. The previous observations discussed in the context part of the literature review helped us realize that leadership development deserves a particular attention because of its strategic importance and rising demand in organizations. Being aware of this and understanding the urgency of studying leadership development, we have decided to undertake an in depth study of the evolution of leadership development in organizations.

Based on the literature review we identified some key dimensions we believe are representative in analyzing the evolution of the state of leadership development (Figure 5). The **dimensions or key variables** and their relationship we will study are the **program components, the practices and activities, the evaluation and measurement of the effectiveness of leadership development**, and lastly the **challenges, difficulties and**

limitations. We believe these are the four components which must be considered to understand the evolving state of leadership development. The literature review helped us explore these dimensions and the empirical articles found helped reinforce their importance.

Figure 5: Evolution of the state of Leadership Development



The first dimension consists of the leadership development program components:

As in the section 2.6 of our literature review we decided that it would be wise to update our knowledge on the leadership development program components which are included in Table 5. Leadership development programs are a big part of leadership development as efforts to improve individual and organizational capacity to respond to current and future demand of leaders (Henein and Morissette, 2007) As in the McIntyre (1997), Conger and Xin (2000) and Vicere and Fulmer (1998) we were inspired by the elements in their studies and found it relevant for ours. We decided to use some of the components in our study such as magnitude, suppliers, approach, objectives, content and competencies, and target audience. Since most of the studies date back to over 15 years

ago we believe it is important to update our knowledge in this field and understand the evolution of leadership development programs and its components.

Table 5: Leadership Development program components

Magnitude of leadership development: assigned resources, budget, human resources
Suppliers: internal or external and reasons
Approach to leadership development
Length of development programs
Objectives pursued by development
Content: Themes and competencies developed
Target audience (participants): how is the development segmented by level of hierarchy and development

The second dimension is composed of the practices and activities in leadership development (Table 6). Adult learning theory shows that individuals differ in their learning style and ways of learning. Some learn best from experiential exercises, others from reflective methods, and others from traditional classroom learning. When organizations use multiple learning methods those increase the likelihood that at least one will be compatible with the participant's way of learning (Silzer and Dowell, 2010). As we described in section 2.7 practices are a big part of leadership development programs, therefore it is essential to review what the most used practices are and how they evolved over time. In addition, we would like to understand how they are used and in what combinations in the context of today's organizations.

Table 6: Practices and activities

➤ Formal training programs
➤ On-the-job experience
➤ Action learning
➤ Coaching
➤ Mentoring
➤ Multi-source feedback (360-degree feedback)

The third dimension consists of the evaluation of the effectiveness of leadership development including the global effectiveness, success and failure factors and the outcomes and benefits. In section 2.8 on measuring the effectiveness of leadership development it has been argued that organizations are having a difficult time measuring their initiatives and most are not measuring them at all. Understanding whether the evaluation of leadership development has evolved and how are the practices and programs being evaluated in terms of their effectiveness and outcomes currently is a crucial factor for the success of an organization to prove the importance of leadership development and its investment.

In addition, there will be a big focus on the challenges, difficulties and limitations. This is a theme that is closely linked with the state of leadership development. Since challenges, difficulties and limitations are intricately connected to the way leadership development is evolving and ensuring its success we found it important to find out what they are from our community of experts. We will inquire into what they consider as the biggest challenges, difficulties and limitations of leadership development and further compare to the one's we have found in our literature review. In Table 7 you can see the challenges, difficulties and limitations we found from our literature review. For more information on each one please refer to section 2.9 of the literature review.

Table 7: Challenges, difficulties and limitations

1.) Favorable context and conditions for learning
2.) Decoupling reflection from real work
3.) Dangers of accelerated development
4.) Complexity of globalization of leadership development
5.) Failure to build critical mass
6.) Overwhelming and irrelevant competencies
7.) Measuring and evaluating the results and the outcomes of initiatives
8.) Challenging business environment

Based on our literature review here are the research questions which emerged from it:

Our main research question is:

What is the perspective of the community of experts on the challenges, difficulties and limitations in leadership development?

In addition, there are three important sub-questions which represent the overall state of leadership development regarding the leadership development programs, practices and evaluation. Each one is about a specific aspect of leadership development we addressed in our study. The sub-questions are about trying to understand how the practice and the state of leadership development in organizations are evolving.

The first sub-question is:

What is the current state of leadership development program components according to the interviewed experts?

The second sub-question is:

What are the practices and the activities currently used in general in organizations according to the interviewed experts?

The third sub-question is:

What is the current evaluation of the effectiveness of leadership development programs and initiatives according to the interviewed experts?

Now that we have completed literature review and structured the objectives and research questions of our study we can move into the next chapter of methodology.

CHAPTER 3. METHODOLOGY

This current chapter will describe the method of the data collection as well as the reasons behind it. This chapter is divided into six sections. First, we will present the research strategy of our study. In the second section, we will explain the instrument of data collection. In the third section, we will provide the approach and describe our sample of the data collection. In the fourth section, we will describe the process of the data collection. In the fifth section, we will go through the overview of the data analysis, and, finally, in the last section we will outline the limitations of the research.

3.1 Research strategy

To elucidate our research question, we have decided to adopt a qualitative method. As it was mentioned earlier not much research has been done on the topic of leadership development. Most research is dated to over 15 years and consists of surveys and questionnaires limiting the results. We have done an in depth literature review to guide our research. The study is exploratory and the research questions are general since we have a limited knowledge in this area. The study aims at understanding the evolution of leadership development.

Most authors who conducted research in leadership development and management development have generally used a quantitative research design, opting for a questionnaire (Vicere, 1998; McIntyre, 1997; Conger and Xin, 2000, O'Brien and Hall, 2014). Contrary to those researchers, we have decided to take a qualitative approach for a variety of reasons which we will describe in the next few paragraphs.

Firstly, the objective of our research is to understand the in depth of the evolution of the leadership development practice. Indeed, qualitative research and data allows more profound and well-founded explanation and descriptions (Miles and Huberman, 2003; Yin, 2011). The objective is not to discover universal generalizations, but to describe the field in leadership development today and its dynamics. We are looking to understand

the variety of perspectives and opinions of the community of leadership development experts.

Secondly, because the subject is rather unexplored and mostly based on prescriptions it is an advantage in using a qualitative method to gain familiarity on the subject. This makes the study particularly appropriate in the case of a new area of research. Deslauriers and Kérisit (1997: 88: free translation) suggest that qualitative exploratory research is helpful in allowing to familiarize with individual's opinions and preoccupations.

Finally, the qualitative research design has another advantage for our study: it is not a linear process compared with the quantitative research. Qualitative research has "an iterative and retroactive character, to simultaneously find data collection and complete the analysis (coding, categorization, and conceptualization) with the constant elaboration of the research question" (Deslauriers and Kérisit, 1997: 103: free translation). The choice of a qualitative research design will contribute to achieve the objective of this research since "the aim is the understanding and interpretation of practices and experiences" (Paillé and Mucchielli, 2008: 9: free translation).

3.2 Instrument of data collection

In qualitative research, the method of data collection is described as open. The method of data collection in the study is in the format of semi-structured interviews. Normally, the method of data collection depends on the context and objective of the research. The objective consists of the search for interpretation. Savoie-Zajc (1998: 266: free translation) defines an interview "as a verbal interaction accomplished in a flexible way by the researcher". This is the way the researcher will search for the comprehension of the phenomenon in question.

The goals pursued by our choice of semi-structured interview are multiple. According to Savoie-Zajc (1998), semi-structured interview allow the researcher to make the universe

more explicit by helping reveal what the other really thinks about a given phenomenon. Also, it helps provide an understanding of the world without having to impose constraints which could limit the comprehension of the phenomenon. A semi-structured interview also helps organize and structure the thought process of the interviewees. To properly conduct our interviews we prepared an interview guide with the important variables that have been studied. This grid helps to structure the course of each interview and maximizes the information collected on each variable.

The interview method of data collection has some limitations which we ought to be aware of when using this method including: the bias of the researcher, the bias of the subject itself, identification of the respondents and time constraints since it is a time taking process. Since no method is exempt from limitations, in a qualitative design, the researcher has less of a control as compared to a quantitative research design, therefore limitations quickly accumulate. Normally triangulation could be used to compensate for these limitations. When we multiply the methods of data collection in research (specifically in qualitative research) the strengths of one method will compensate for the weaknesses of another. Certain experts we interviewed did provide us with some documentation on their organizational practices and program content, however the data was fairly limited since there were certain restrictions such as the lack of access to internal portal (intranet) and general availability of documented information on the subject of leadership development.

We used the literature review as a base to build the interview guide which covers the important aspects and research questions. First, we interviewed three individuals to verify the layout and the questions of the interview guide to make sure they are well understood and relevant. The interview guide consists of five sections which are: programs and their components, practices of leadership development, evaluation of the effectiveness of leadership development, challenges and difficulties of leadership development and the future in leadership development (**Appendix 1-Interview guide**). The interview guide was kept flexible to be adjusted based on the needs of each interview. Indeed some of the participants would expand more in certain areas while

others wouldn't. We asked all the participants the same questions and in the same order therefore respecting the same process.

3.3 Approach and description of the sample size

For our data collection, we targeted between 15 and 20 participants. They consisted of individuals from the community of experts in leadership development. These individuals are in the best position to give their perspective and opinion on the evolution of the state of leadership development. The selection criteria for the sample comprised of participants having a minimum of five years of experience in leadership development, a good understanding and knowledge of the leadership development field demonstrated through various related projects as well as being involved in the field of leadership development inside and outside the organization. The interviewed participants had between 5 and 30 years of experience in leadership development, with the majority having over 10 years of experience with leadership development programs. The interviewed individuals were from organizational development sector particularly in training and development, coaches and facilitators, consultants and those responsible for leadership development in organizations. In most cases each of these individuals had more than just leadership development in their responsibility. A number had other responsibilities such as change management, diversity and various organizational development and talent management initiatives; however they were indeed the point of reference for leadership development in their organization. The researcher contacted the participants by sending a formal e-mail invitation with a description of the study asking them to answer the e-mail if they were interested in participating. The profile of the participants and participating organizations will be described in the next chapter: Presentation of results.

The sample size is a non-probability sample which is the typical one used in qualitative research. We leveraged my Director's and Co-director's network of contacts to get a group of participants. Thus, we used a convenience sample to recruit the participants. In total the student researcher started by contacting eight participants who were

recommended by the Director from different organizations and different levels of hierarchy in their respective organizations. One individual refused to participate in the study because of time constraint and his involvement in another academic project at the time. Two other individuals did not reply within two months of the data collection process therefore we considered them as not interested in participating. Furthermore, each participant who we interviewed recommended one or two other individuals in their network whom they consider a leadership development expert.

In qualitative research there is no magic or mathematic formula allowing to determine the ideal size of the sample (Dépelteau, 2000: 234: free translation). The saturation point is the most important criteria to determine the sample size in qualitative research. Our concern was to attain the right level of saturation, and to have individuals who are experts and in charge of leadership development in their respective organizations from variety of industries. The majority of specialists explain that there is no purpose to continue collecting data when you reach the saturation point (Deslauriers and Kérisit, 1997: free translation). This means that the observation of more cases does not bring anything new, once the researcher believes that they have all the necessary information. The end of data collection comes when the researcher realizes that they know the answers the interviewees will provide to the questions and when the observation period becomes less and less novel and repetitive. Therefore the data collection brings a decreasing yield it is a sign that it is no longer necessary to continue the data collection since it will not bring any additional information. We stopped the data collection at 17 individuals and used the notion of saturation to determine our sample size. At this point we stopped getting any new information and had all the necessary information needed.

3.4 Procedure of data collection

The process of data collection was spread out a little over two months within the first interview conducted on April, 22, 2015 and the last on July 2nd, 2015. We began the interviews with three individuals to verify the structure and the content of the interview guide which was slightly adjusted based on some questions which were not well

understood or not relevant. All the participants signed or agreed verbally to the confidentiality agreement prior to the interview (**Appendix 2-Consent for the interview**). The participants were thanked for contribution and involvement in the study. The interview guide was provided prior to the interview to help prepare the participants and give a general overview of the themes in the study. The interviews were done either at the participant's workplace or over the phone depending on the convenience and preference of the participants. Every participant was free to choose not to participate or to drop the study at any point in time and their data would not be used in the research. The interviews were recorded and transcribed to facilitate the data analysis. During each interview the researcher would take additional notes for the further data analysis, in addition, the participants sometimes provided the researcher with additional documentation. Each interview lasted for around 50 minutes, to stretch between 40 and 80 minutes depending on the participant's knowledge, experience, engagement and their way of answering the questions for a total of 16 hours of interviews. The participants were promised to receive a summary report of the results of the study as a gesture of gratitude for their participation when the thesis is completed.

3.5 Data analysis

The inquiry of qualitative data was completed through a content analysis. The interviews were transcribed into a verbatim account and the content was analyzed. This analysis includes three steps: "appropriation", "deconstruction", and "reconstruction" (Paillé and Mucchielli, 2008: 125: free translation)

The appropriation consists of a first phenomenological examination of the data. The interviews were recorded and transcribed by the researcher the same day or the day after the interview. After this, the verbatim accounts were read and reread, while important parts were highlighted (being the objectives of the research). This appropriation is selective aiming solely the targeted questions. This procedure is a first step in the data analysis (operation of analysis-synthesis) bringing us closer to the interpretation of the data.

The deconstruction step consists of removing the textual units of significance out of the current context. To do this, we elaborated a matrix with the analytical questions which help orient the data. It is important to note that the data that was brought together are as complete paragraphs or parts of the verbatim account. The objective was to maintain integrity of the accounts provided in the interviews by the participants.

The reconstruction of the data is a synthetic way of assembling the data related to the phenomenon. It was completed through the analysis of the method of writing. Every sub-section is an answer to an analytical question from the extracted observation drawn from the verbatim. This makes the researcher interpret the data by introducing certain initial text excerpts to stand out for illustration purposes for each theme and section. The final text is a qualitative analysis, which is a proposition of a general comprehension of a phenomenon offered to the reader.

3.6 Limitations of the research

It is important to discuss the major limitations of the qualitative research and how we went about minimizing them. We will not discuss reliability and the validity of the data since it is too premature to do so with an exploratory research.

Flexibility is one of the major characteristics of qualitative research is. The strength of this type of a research design is the ability to deeply understand the reality by emphasizing the importance of the participants, the context, and the processes (Dépelteau, 2000: 247: free translation). The way to understand reality is to compare situations some typical and other deviant to find convergence and divergence while studying the phenomenon. The qualitative research design has the advantage of more information obtained to explore and describe a reality. This method helps to generate information about fairly unexplored reality which is not well documented yet.

Even though the techniques of qualitative research deliver numerous benefits, it does have some limitations. It is sometimes difficult to interpret and analyze words, as it is difficult to separate the researcher from the process. Thus, qualitative research is subject to having a bias of subjectivity (Dépelteau, 2000: 222:free translation). We tried to minimize the bias as much as possible by using the same interview guide and similar questions, as well as transcribing the interviews as verbatim to keep the integrity of the answers. We kept the integrity of the interviews by transcribing them in the language they were completed in for the quotations and citations in the thesis. In addition, we outlined the concepts, constructs and units of analysis prior to the research in the literature review. However, the advantages of qualitative research such as the wealth and flexibility of information outweigh the disadvantages. Deslauriers and Kérisit (1997: 95:free translation) argue that qualitative research is like a nautical map and not a straightforward railroad where the theoretical base of hypothetical-deductive research is missing however the research questions are as fundamental.

This completes our presentation of the methodology. Upon presenting the selected research design, we described how we selected our field of research, data collection process and brief overview of the analysis. Finally, we just described the limitations of the data collection in the study. We will now move on the presentation of the results chapter.

CHAPTER 4. PRESENTATION OF THE RESULTS

In this section we will present the results of this study. The presentation will be done by themes following the interview guide. This will help better facilitate better the comprehension of the subject of the study for the readers. We will present the descriptive results before getting into the presentation of all the results of the study.

4.1 Descriptive results

There is a great diversity of participants and their different perspectives in our study, which are fairly representative of the population due to the range of years of experience, their knowledge and implication in leadership development. In addition, we have six external organizational participants being coaches, researchers, consultants and trainers which have a broader perspective of multiple organizations they deal with on a daily basis. Yet, we also have 11 internal organizational participants being inside an organization and having a narrower and more specific perspective. We interviewed 17 individuals, 9 women and 8 men in total occupying a variety of positions in leadership development. The selection criteria for the sample comprised of participants having a minimum of 5 years of experience in leadership development, a good understanding and knowledge of the leadership development field demonstrated through various related projects as well as being involved in the field of leadership development inside and outside the organization.

The list of participants is provided in the table on the next page indicating the internal organizational participants and the external organizational participants (Table 8). In the study there were participants from both the private (13) and the public sector (4). All participants and organizations were located around Montreal area, Quebec with the exception of one located in Toronto, Ontario.

Table 8: List of participants

Participants	Position and Department
Participant 1 (Internal)	Business partner, Human Resources, formerly Senior Advisor, Leadership Development and Culture
Participant 2 (External)	Co-founder and Director, Leadership Development Institute
Participant 3 (Internal)	Director, Global Talent Management
Participant 4 (Internal)	Head of division, Organizational Development and Diversity
Participant 5 (External)	President, Organizational Development company
Participant 6 (Internal)	Director, Learning, Organizational Development and Diversity
Participant 7 (External)	Researcher/Consultant in collaborative Leadership and Leadership Development
Participant 8 (Internal)	Director, Organizational Development, People and Culture
Participant 9 (Internal)	Advisor, Leadership and Organizational Learning
Participant 10 (Internal)	Director, Leadership and Organizational Development
Participant 11 (Internal)	Senior Vice-President, Talent Management
Participant 12 (Internal)	Corporate Director, Organizational Development
Participant 13 (External)	Coach and Owner of an advisory group in Organizational Development
Participant 14 (Internal)	Principal Advisor, Organizational Development
Participant 15 (Internal)	Senior Manager, Talent Development and Diversity
Participant 16 (External)	Senior Consultant, Human Capital and Organizational Development
Participant 17 (External)	Executive President, Executive Institute of Leadership

The industry categories included in the study are the following: government, financial, banking, professional services, consulting, transportation, gaming and entertainment, manufacturing and aerospace, cosmetics and education. We had 15 participating organizations in total: 11 with over 1,000 employees and 4 small consulting/academic/research organizations specialized in leadership development.

Table 9: Categories of industries

Industry	Number of organizations
Government	1
Banking	3
Financial	1
Manufacturing and aerospace	1
Cosmetics	1
Consulting	3
Education	1
Professional services	1
Transportation	1
Gaming and entertainment	1
Management/Marketing	1

4.2 Program components of Leadership Development

4.2.1 Definition and comprehension of Leadership

The first section of the interview was about the comprehension and definition of leadership according to our expert's perspective. We asked our participants to define and explain what leadership was for them and how they perceived it, to better understand their perspective on the subject. The results were interesting since there seemed to be **five clusters** which formed around the comprehension and definition of leadership. Those clusters include leadership being defined as a: **social process**, a **set of competencies and behaviours**, an **ability or a capacity to achieve**, an **art** of some sorts, a certain **role or function**.

For the majority, leadership was defined as a capacity to help the organization reach established objectives and results by mobilizing and engaging others. The keywords

which came out the most were to mobilize (mobilizing), to influence (influencing), reaching a common goal/objectives, giving a meaning or a vision and to engage (engaging).

"Le leadership dans une organisation va faire en sorte qu'on sera capable d'opérationnaliser et d'exécuter la vision avec des gens qui sont des leaders et qui sont capables de rassembler et de mobiliser les individus autour pour atteindre la vision définie". -P5-external organizational participant-

The second cluster of individuals perceived leadership as an art form explained that it is very complex and that there is no exact recipe for it.

"Le leadership c'est l'art de mobiliser l'équipe ou les membres d'une équipe vers l'atteinte des objectifs commun". -P14-internal organizational participant-

The third cluster of individuals defined leadership as a social process involving a group establishing a dynamic of influence to achieve goals together.

"C'est un processus social d'influence au sein d'un groupe où les membres du groupe s'influencent mutuellement de façon dynamique pour accomplir un but donné". -P7-external organizational participant-

In the fourth cluster leadership is defined as a set of competencies or behaviours which are expected.

"Le leadership c'est plusieurs comportements : du charisme, de la conviction, de l'assurance, d'être un exemple pour les autres. Ça devrait inspirer les gens autour de nous à vouloir aller plus loin. De plus, il y a une certaine dose de passion, de résilience, d'ambition qui va faire en sorte que l'individu va avoir du leadership". -P6-internal organizational participant-

Finally, some define leadership according to the role or function in an organization, where leadership is closely linked with the hierarchical level in the organization.

"Le leadership c'est comment les individus jouent leur rôle ou leur fonction dans l'organisation". -P4-internal organizational participant-

The majority (10 out of 17) of the participants of the study defined and described leadership according to an ability or a capacity. While the rest defined it according to the other four clusters we just mentioned. The predominating comprehension of leadership is viewed as being the capacity or ability to mobilize and influence a group to reach the established objectives of the organization.

The large majority of the participants expressed their strong belief that leadership can be developed. They make a comparison to an athlete who can train and develop over time as the "sweet spot". Most of the participants discussed that there are some innate behaviours such as personal attributes, however they are limited and the rest can be developed with the desire and intention of the individual and support of the organization. It is believed that everyone has certain a minimum of a potential in leadership however there is a limit which brings the importance of managing risk when not properly selecting the individual. This is why evaluation of individual leadership potential is important prior to the program.

"Je pense que l'individu a des prédispositions mais cela s'apprend. Il y a des gens qui, face au bon contexte, face à la bonne situation, face à des événements de vie vont se découvrir des habiletés à influencer. Alors que d'autres vont se dire que ce n'est pas nécessairement nature pour eux, mais que l'envie y est. Donc, à partir du moment où il y a de l'intention, du désir de développer et qu'on fait cela avec sincérité, tout le monde a un minimum de potentiel de leadership qui peut être développé et exercé sur son environnement". -P1-internal organizational participant-

In the literature review, we found that leadership has been defined in many ways. However, the major conclusions we came up with is that leadership is qualified as a process, ability and behaviour of influencing and enabling a group to achieve a goal

therefore the main definition and comprehension appears to be in line with the one from the literature review (Yukl, 2013).

As for the potential to develop, the earliest leadership theories were the trait theories which emphasized the special abilities individuals were born with (Northouse, 2013). Nowadays, however, most research in leadership development recognizes that leaders are not born, but developed (Avolio, 2005; Van Velsor *et al.*, 2010; Yukl, 2013). Although the nature vs. nurture debate still continues, it is recognized by the community of researchers that leadership can be developed. The literature agrees that individuals do have certain predispositions when they are born, however the environment and development do influence the individual. Nevertheless, the literature is quite silent on the limitations and ways of managing the risk of limited individual potential.

4.2.2 Magnitude of Leadership Development

The evolution of the current context and the magnitude of leadership development is changing and growing. Most participants explain that there is a preoccupation, and a need for leadership development as well as it has become a strategic importance to have a strong pipeline of leadership in organizations in the current context of transformation. In line with the findings established in the literature review, leadership development has been growing particularly it has been increasingly represented on the CEO's agenda's because of its strategic importance (Conger and Xin, 2000; O'Brien and Hall, 2014; Saslow, 2005).

"I would say over the course of my career where I have looked at leadership development magnitude it has evolved. It has grown and taken on much more importance since it is a lot more on CEO's agenda. Having the right leaders in the right job executing the business strategy is supremely important and as such there has been a lot more focus on this in the organizations". -P3-internal organizational participant-

A number of participants (10 out of 17) argued that leadership development has taken much more importance over the last few years and has been growing because

organizations are realizing the value of leadership development in their continuity and success. The rest (7 out of 17) mentioned that they have not noticed an increased importance or believe it has always been as significant in organizations.

"Si je prends l'exemple de notre entreprise, c'est un dossier qui a pris de l'importance et qui n'était pas aussi visible dans le passé".

-P10-internal organizational participant-

"Le développement du leadership est très important aujourd'hui. Il y a beaucoup d'organisations qui, en ce moment, vivent de grandes transformations. Non seulement on est à l'ère des améliorations et de transitions, on se transforme pour passer à l'ère numérique un peu comme dans l'ère industrielle il y a de cela quelques décennies".

- P1-internal organizational participant-

In terms of the financial budget and resources spent on leadership development, a number of experts (7 out of 16-(1) participant did not answer) have emphasized decreasing resources over the last few years. The external organizational participants (4 out of 6) have mentioned that they have seen less investment and less budget allocated for leadership development over the last few years in the organizations. In general, the financial constraints in leadership development seem to be prevailing. Most participants have brought up the fact of the recession of 2008 as a turning point since when the resources have become scarcer. Furthermore, in the literature review we found that 43% of surveyed organizations in the Learning and Development Outlook (2014) in Canada indicated that they had to reduce or eliminate their leadership development programs because of the limited financial budget (Hall, 2014). It is interesting to note is that in the United-States the situation seems to be different based on reports and findings: the organizations have increased their leadership development spending for the second consecutive year (Conger, 2014). This could be due to the bigger demand and more developed initiatives in the leadership development field compared with Canada.

"Dans la situation actuelle, il n'y a pas de grands investissements dans le développement du leadership. Il y a moins d'investissements qu'il y a 5 ans par rapport au contexte économique". -P5-external organizational participant-

"When things get tough leadership development is one of the things that slows down or stops completely. Without naming the specifics, most recently I was in an organization where everything was completely put on hold for a couple of years. This has happened in the same organization previously where they have stopped investing in leadership development and had to build all over again". -P3-internal organizational participant-

A number of participants (5 out of 16) in our study have indicated that the investment in leadership development has remained constant over the last few years.

"Our leadership development investment has stayed constant. At the time when financial industry was going through a financial crisis, our CEO set aside a reasonable amount of money to ensure that we were continuing to invest in leadership development. This budget has actually been steady since that point in time". -P11- internal organizational participant-

It is important to mention that a few interviewed experts (4 out of 16) mentioned a perceived increase in the budget for leadership development.

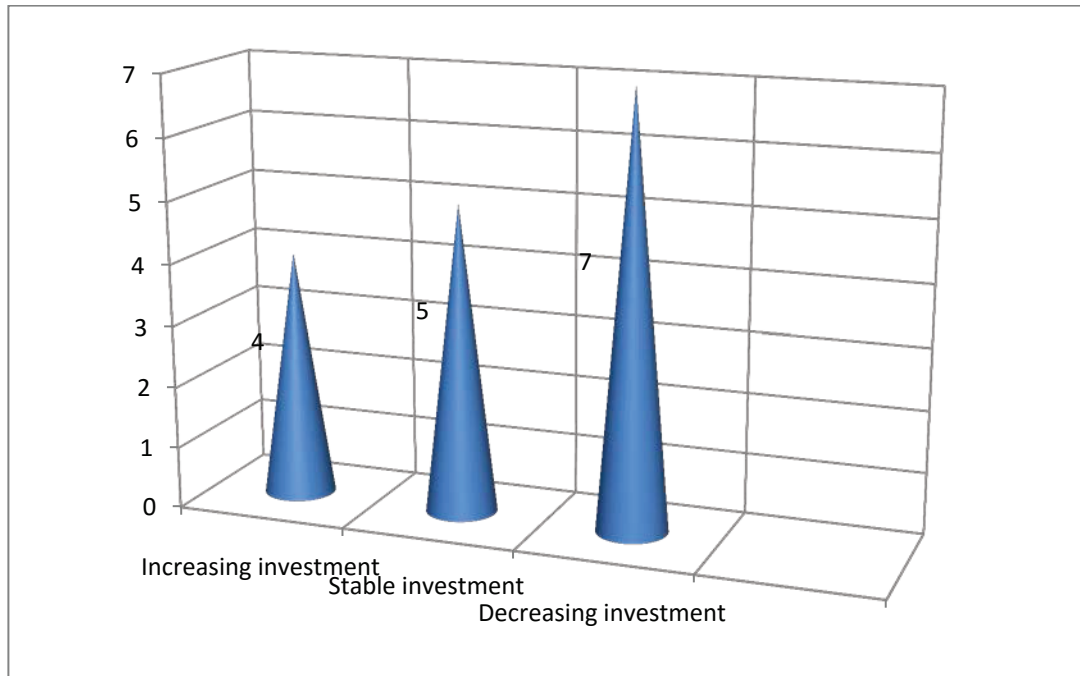
"Dans notre organisation, il y a eu un accroissement de l'investissement dans le développement du leadership lors des 5 dernières années. On vient tout juste de terminer de mettre en place un programme de développement du leadership". -P4- internal organizational participant-

A number of participants (5 out of 17) believe that the magnitude of leadership development has always been there in terms of the importance and demand. Therefore they argue that it is not more or less important today than it was 10 years ago. They do not perceive a difference in terms of the demand or importance of leadership development. In terms of resources however most agree that organizations are more prudent and risk averse in their investment in training and development today.

"À mon avis, le développement du leadership a toujours été important. Par contre, je trouve qu'il y a eu un envoûtement avec la récession. Je dirais qu'il y a moins d'investissements et les organisations font plus attention à la façon qu'elles investissent dans la formation et le développement". -P7-external organizational participant-

"Je ne vois pas de différence en matière de développement du leadership au cours des dernières années. Les firmes de consultants écrivent beaucoup sur le sujet et c'est un thème qui revient toujours. Au niveau de l'ampleur, je ne sens pas de ralentissement". -P8-internal organizational participant-

To conclude, we learned that overall that the majority of the participants discuss the increased preoccupation and strategic importance of leadership development. However, they are concerned that the investment does not seem to follow this trend; instead it is decreasing or remaining the same for most, with a few exceptions (Figure 6). Since around 2008, it seems the financial and human investment in leadership development has been decreasing although for some it is about the same. Most agree that the economic situation today is more difficult and has had an impact on the training and development budget. This puts pressure on individuals responsible for leadership development to be more resourceful and flexible in their choices when selecting programs and practices.

Figure 6: Level of investment in Leadership Development

4.2.3 Suppliers in Leadership Development

Most internal participants (9 out of 11) indicated using external suppliers for leadership development at least for a part of their programs and practices. Only, (2 out of 11) indicated using solely internal staff for leadership development. As for the external organizational participants (6) they all indicated that in their experience, organizations mostly rely on external suppliers for the development of the programs and practices.

"The organizations I worked with that have put an important focus on leadership development have a tendency to work with external suppliers for a couple of reasons. For one, it's hard if you have a group to sustain it internally. I have worked with global organizations: to be able to have the capacity to deliver a program all over the world is difficult to maintain internally. Also, it is important to ensure that you have content expertise. Therefore, when the organization can work with an external organization and does

research that knows about the best practices, it is more efficient this way". -P3-internal organizational participant-

"À mon avis, la plupart des organisations vont à l'externe en matière de développement du leadership afin d'avoir de l'expertise et de la capacité. Cela prend beaucoup de ressources pour avoir un grand nombre de gestionnaires". -P5-external organizational participant-

While a minority (2 out of 14 participants) tried to solely rely on their internal organizational HR and OD staff in designing, implementing and maintaining the leadership development program.

"Notre organisation évite les fournisseurs externes parce qu'on veut vraiment donner une différence culturelle à notre programme. On veut que le programme vienne de nous, parle de nous et dans nos mots". -P8-internal organizational participant-

More specifically, a number of organizations integrate their HR staff in managing the development and doing an analysis before the program. Therefore even though most organizations do not seem to develop their leadership development programs they do get involved in managing it. In addition, some outsource their programs, but manage certain practices themselves such as coaching or mentoring.

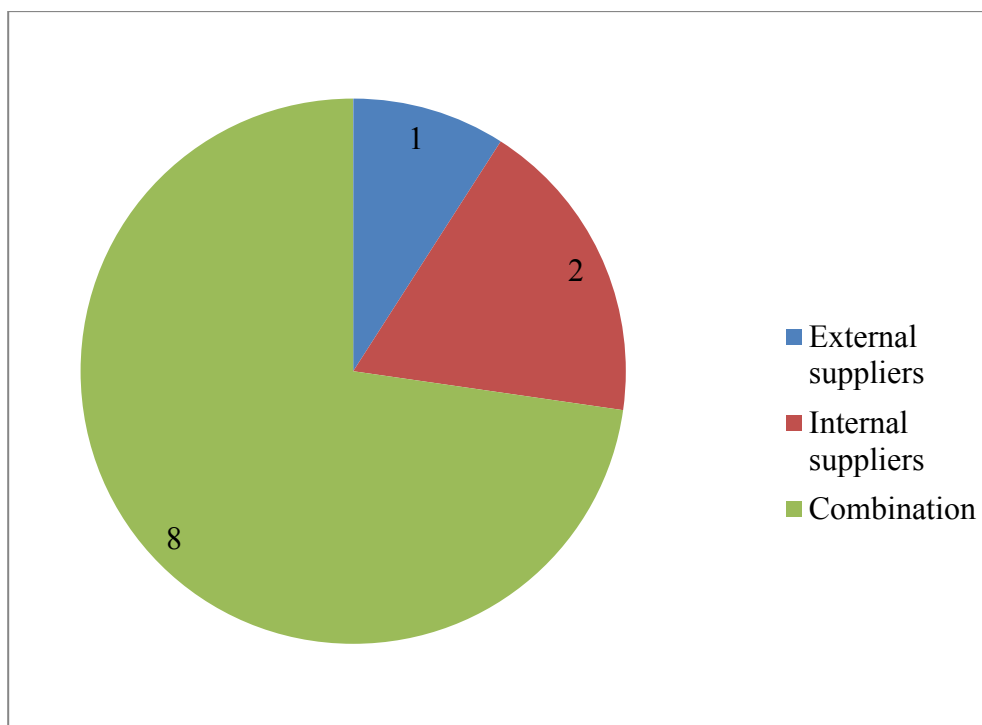
"Dans les trois grandes entreprises pour lesquelles j'ai travaillé, les individus à l'interne sont comme des gestionnaires de formation en développement du leadership. À l'interne, on analyse les besoins auprès des clients et tente d'influencer la direction afin d'avoir le feu vert pour ensuite sous-traiter les besoins de développement du leadership à des fournisseurs à l'externe. Dans aucune des trois organisations les individus à l'interne ne développent les programmes en développement du leadership". -P14-internal organizational participant-

Different authors cited in the literature review explained that before the year 2000, organizations mostly had in-house programs and were anticipating an increase in the utilization of the internal programs over the next few years (McIntyre, 1997; Vicere and Fulmer, 1997). It was predicted that only a small number of external programs would be used such as university-based programs. In addition, in the literature review we found

that organizations used in-house leadership development programs for high potentials and executives only (Hall, 2014; O'Brien and Hall, 2014). It was not specified whether the in-house programs were designed internally or externally, which makes it difficult to compare results with.

To conclude, we learned that most organizations use a combination of internal staff and external suppliers to deliver leadership development which we did not discover in the literature review (Figure 7). At least (3 out of 11) participants mentioned that they associated themselves with a university to develop their formal programs, (5 out of 11) interviewees explained that they use external consulting organizations. The rest (3 out of 11) did not specify what organization or suppliers they relied on externally. They combine external expertise with internal in-depth knowledge of HR people in the organizational needs and culture to achieve the most successful results.

Figure 7: Suppliers in Leadership Development programs



4.2.4 Approach to Leadership Development

There is an evolution which our community of experts have noticed, in terms of the approach to leadership development, which was also demonstrated by the literature review. Organizations use a combination of approaches in leadership development instead of having a specific approach (Silzer and Dowell, 2010, Day, 2000).

First, organizations have a blended approach to leadership development where they are integrating a number of practices and use a more experiential method. Most of the participants (15 out of 17) mentioned the change in having a multi-blended approach to leadership development and using various practices to ensure the transfer of learning.

"Je pense qu'on mélange les interventions, mais de plus en plus on va vers l'expérience. On essaie de trouver des expériences pour les participants des programmes afin de les préparer à évoluer, mais on combine aussi plusieurs autres pratiques telles que de la formation et le coaching". -P10-internal organizational participant-

Second, we found that organizations are looking to develop a culture of leadership which is more effective rather than developing individual leaders to operationalize vision and values of the organization. In the literature review, Silzer and Dowell (2010) proposed a typology of four approaches being: individual skills development; socialization of the corporate vision and values; strategic interventions that promote changes and transformations; and action learning. Our results confirmed that even though organizations still heavily rely on in-class learning they are integrating action learning quite a lot into the experiential learning supported by coaching and codevelopment.

"Les organisations s'efforcent à développer une culture de leadership basée sur ce qu'on recherche d'un bon leader plutôt que de développer des leaders individuels. Donc, on mise sur une culture de leadership qui va justement amener à avoir des individus qui sont capables d'opérationnaliser la vision et les idées. Les organisations vont moins miser sur le développement individuel des leaders. Ceci est une transformation dans les projets de développement du leadership". -P5-external organizational participant-

Third, a number of participants mentioned that they noticed more alignment of organizational objectives and leadership development.

"Maintenant les pratiques du développement du leadership sont beaucoup plus alignées avec les enjeux d'affaires. Dans nos parcours de développement du leadership on fait beaucoup plus de développement organisationnel". -P5-external organizational participant-

To conclude, the literature review shows that organizations continue to use a blended approach to leadership development where they are integrating a number of practices. The results of the interviews prove however, that organizations are looking at developing a culture of leadership to help to operationalize a vision and values throughout the organization. Organizations are beginning to align their organizational practices with leadership development to ensure coherence which was not the case in the past.

4.2.5 Length of Leadership Development programs

The question about leadership development program length has provided us with a variety of program lengths varying from a few days to 2 yearlong programs which include various practices depending on the topic, the target population and the set learning objectives. A variety of programs exists today and target individuals at different levels.

The first graph (Figure 8) demonstrates the predictive tendency of program length which is the projecting perspective of what the program length should be and where it is heading according to the participants. This graph shows that there is a pressure to go towards shorter length of programs and reduce the length. The second graph (Figure 9) reveals the current evolution of program length which is the actual (real) program evolution. The participant's mentioned that there has not been much of a change in the length of programs. A very small proportion of the individuals surveyed confessed reducing the length of a program (3 out of 14). The conclusion we draw is that there

have not been much of a change in program length even though the predictive tendency shows that it should be heading towards a shorter and just-in time programs.

Figure 8: Predictive tendency of program length

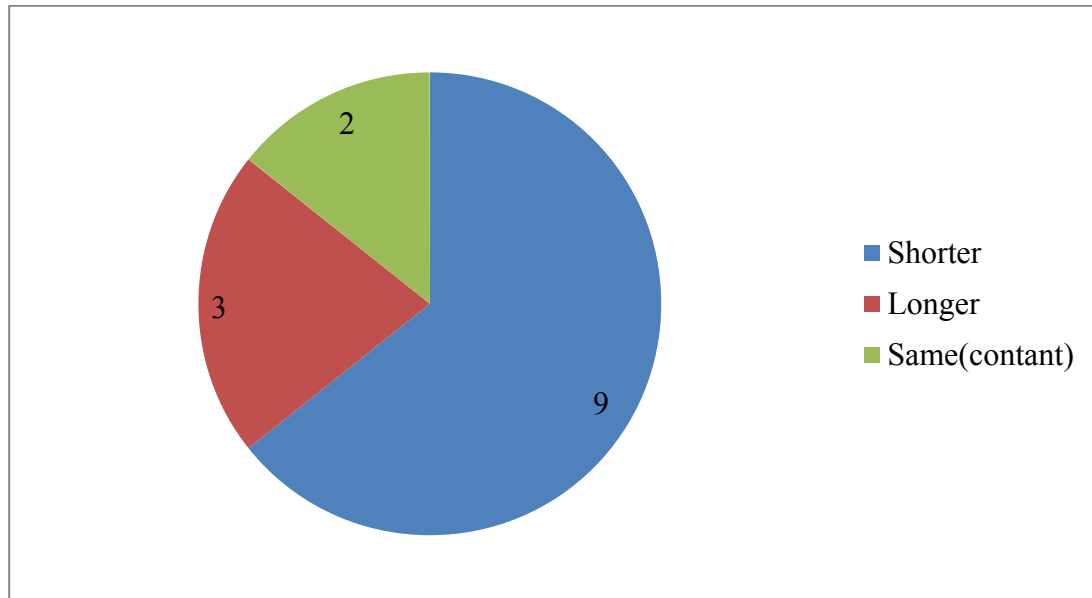
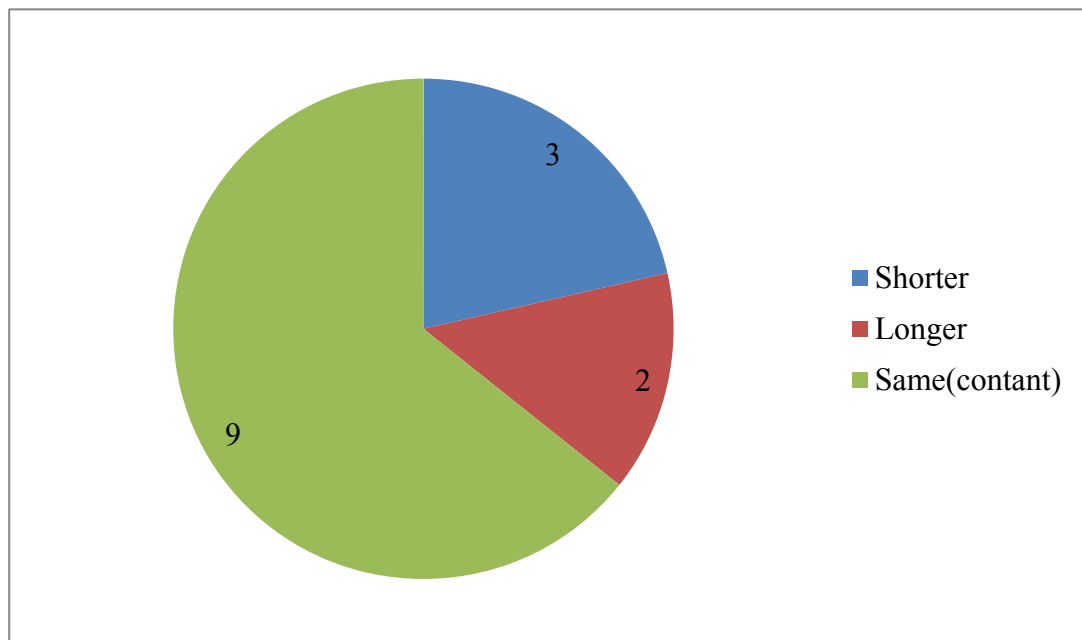


Figure 9: Current evolution of program length



There is a big pressure and tendency to make the programs shorter particularly the in-house training; however most individuals surveyed revealed they actually have not decreased the length of their programs in general.

"People are too busy; there are many competing demands placed on the leader's time and availability. To say that you are actually going to be gone from the office for a week on training just doesn't seem to work anymore. I think we are moving towards a much shorter, intense, just in time learning". -P3-internal organizational participant-

"La durée des programmes est de plus en plus courte maintenant. Moins de temps en classe, beaucoup plus de temps dans les transferts des apprentissages". -P16-external organizational participant-

As mentioned before even though 9 out of 14 (3 participants did not provide us with an answer) argued that there is a constant pressure to reduce the length and have more just in time leadership development programs, the majority have chosen not to reduce the length of their programs so far.

"Il y a eu une demande de la part du groupe international de réduire le nombre de jours de formations surtout pendant la récession de 2008-2009. Ici, au Canada, on a décidé de ne pas réduire. Nos programmes sont restés à 2 jours et à 5 jours et demi". -P6-internal organizational participant-

Some have specified that the total length of programs has not diminished, however if we look specifically at in-class training programs those have diminished in length whereas some even increased in time.

"Si on prend le parcours avec toutes les activités d'apprentissage, la durée n'a pas diminué. Par contre, si on regarde les activités traditionnelles de formation, comme les sessions en salle de classe, la tendance est à la baisse. Toutefois, l'entièreté n'a pas diminué. C'est qu'on diversifie les formes stratégiques de l'andragogie notamment pour s'assurer le transfert d'apprentissage". -P5-external organizational participant-

Finally, some argue that those who acknowledge that leadership development is a long term process are more inclined to have longer programs in total, for individuals to reflect and integrate their learning.

"Les organisations qui ont compris que ça prend du temps développer le leadership sont allées vers des programmes plus longs. Pas nécessairement en terme de journées de formations, mais plutôt en terme de temps au total. Les programmes que nous avons sont sur 1 an, mais il y a une activité à tous les 2 mois".-P14-internal organizational participant-

Overall, we learned that programs have not evolved much in terms of length over the last few years, most have stayed constant. The only exception is formal in-class training which seems to have diminished in length, while the total length of program have remained the same in time with the number of pre and post training activities. During our literature review we did not find much information on the length of programs therefore we could not draw any conclusions on the phenomenon since this aspect has not been covered in research. Our literature source dated back to 1990's indicated that programs were going to be longer (Vicere and Freeman, 1990).

There are a few reasons as to why the programs have not been reduced even though there has been pressure from the program participants. The first reason is that some individuals admitted that they lacked consideration to try to reduce the program length even though they would feel the constant pressure. Another reason is that leadership development teams do not see a viable solution to ensure learning if they reduce the program length for they want to ensure a transfer of learning and sustainability of the learning and development. Also, there is a belief that time is needed for various practices to be successful and that they cannot reduce the time of experiential learning and relationship development since it is a long-term process. It takes years to change certain behaviours and develop competencies therefore leadership development must be seen as a long-term process (Van Velsor *et al.*, 2010).

4.2.6 Objectives of Leadership Development programs

When we asked the participants about leadership development program objectives a few themes came out. Each participant brought multiple objectives in leadership development. The first objective we found was mentioned by (8 out of 17) participants

is one of the main objectives of a leadership development program is to ensure to prepare their succession planning for critical roles.

"L'un des objectifs importants est la planification de la relève. Nous avons une tranche d'employés qui vont quitter pour le retraite donc on essaie de bien planifier cela". -P8-internal organizational participant-

The second objective which was explained by (8 out of 17) participants indicated the increased importance of the capacity to mobilize and engage employees and teams in the organization. Both the external and the internal participants seem to agree that mobilization and engagement are evolving. Although some argue that mobilization and engagement have always been the objectives of leadership development, the difference is that they are becoming more complex and important today. The context is changing through economic, cultural, technological, political and social changes which all impact the way a manager can mobilize and engage the teams around.

"Je dirais que maintenant on s'attend à ce que les gestionnaires soient des joueurs organisationnels qui ont un impact sur la mobilisation. En fait, c'est comme si les objectifs sont devenus un peu plus stratégiques. Par exemple, avant, dans les parcours, on indiquait comment gérer un employé difficile. Maintenant on va demander on de gérer des employés difficiles, mais en plus de les mobiliser". -P5-external organizational participant-

This third objective is about leading change and transformation. Some of our participants (5 out of 17) outlined that behind leadership there is the capacity to mobilize and engage as we mentioned before, however in the past it was about reaching the objectives however now it is more about successfully going through a cultural transformation. Therefore it is more about using leadership as a lever to guide and lead others towards an established destination.

"J'ai l'impression que par le passé, derrière le leadership il y avait toujours la capacité à mobiliser dans le but d'atteindre des résultats et des objectifs d'affaires. Aujourd'hui, il y a toujours la capacité à mobiliser, mais dans le but de réussir une transformation culturelle,

donc réussir l'évolution d'une culture organisationnelle". -P1-internal organizational participant-

To conclude, we found that the three most important objectives in leadership development are succession planning, mobilization and engagement and leading change and transformation. Experts discussed multiple objectives in leadership development. The literature review revealed that the objectives in leadership development were becoming less important at the individual level and more important at the organizational level of effectiveness (Conger and Xin, 2000; Dulworth and Bordonaro, 2005). Our results have also indicated that objectives became more strategic in integrating organizational development into leadership development. These observations are in line with what was found by Saslow (2005) where it was argued that leadership development will become a lever for strategic transitions and supporting organizational effectiveness.

4.2.7 Content and competencies in Leadership Development programs

In this section we asked our participants whether the content of leadership development programs has evolved over the years. According to many experts, the content did evolve and is becoming more experiential, directed towards action learning and on-the-job experiences.

"Le contenu a évolué parce que maintenant on veut de l'expérientiel et de l'apprentissage dans l'action". -P5-external organizational participant-

"Le contenu des cours et des programmes est plus expérientiel. On est beaucoup moins dans l'explication de la procédure ou des étapes. Les cours sont beaucoup plus expérientiels et introspectifs". P8-internal organizational participant-

The following tables will demonstrate the themes of the content and competencies in the programs divided into tables of hard skills and soft skills:

Table 10: Hard skills-Themes of the content and competencies developed in Leadership Development programs

Themes/competencies	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17
Hard skills																	
Orientation towards results				✓								✓			✓	✓	
Decision making				✓						✓		✓					
Providing direction	✓			✓						✓		✓			✓	✓	
Performance management	✓			✓													
Mobilization and engagement of teams		✓				✓	✓	✓	✓						✓	✓	✓
Strategic thinking and ability		✓	✓		✓					✓				✓	✓	✓	
Talent management		✓						✓						✓			
Innovation and creativity		✓							✓							✓	

Table 11: Soft skills-Themes of the content and competencies developed in Leadership Development programs

Themes/competencies	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17
Soft skills																	
Emotional intelligence (self-awareness)	✓	✓	✓					✓	✓				✓		✓		✓
Communication		✓		✓									✓		✓		
Capacity to influence	✓			✓										✓	✓	✓	
Political skills	✓			✓										✓	✓	✓	
Providing feedback and coaching		✓						✓				✓		✓			
Managing diversity	✓	✓		✓				✓					✓				
Global/international perspective	✓							✓									
Courage	✓						✓										
Authenticity						✓										✓	
Empathy						✓						✓					
Active listening		✓		✓				✓									
Flexibility and agility		✓	✓		✓	✓				✓		✓				✓	

*P11 did not answer the question

As we can draw from the tables above the important themes and competencies in leadership development are a mix of soft skills and hard skills (with an inclination towards the soft skills). There are some hard skills such as orientation towards results, decision making, providing direction and performance management. However, we also notice the soft skills such as communication, emotional intelligence, capacity to influence, providing feedback and more.

The content of the programs vary, depending on the organizational needs and objectives. First, a number of our experts brought up the theme of emotional intelligence including self-awareness which is part of it as an important theme and competency to develop in leadership development.

"Il y a tout le volet de bien se connaître et, selon moi, c'est le volet le plus important". -P2-external organizational participant-

Second, mobilization and engagement of employees and teams make the important theme and content of leadership development programs. As seen in the previous section they are important objectives of leadership development programs, therefore having a double role both as content and outcome which organizations look for.

"On se rend compte que pour la première fois l'entreprise a cinq générations qui travaillent ensemble. Cela amène le point de vue de mobilisation et de grands changements. Donc, ce n'est pas simplement la mobilisation qui importe, mais plutôt la mobilisation dans ce contexte particulier qui rend cela très complexe pour les gestionnaires". -P4-internal organizational participant-

Third, as mentioned in the previous chapter leading change and transformation are also relevant for the objectives and the themes of a leadership development program.

"Something I hear a lot about in the objectives and in the content of leadership development programs is leading change having leaders who not only can manage change but who can also lead change. There's a huge difference and a huge leap in terms of being able to see what needs to be done and bringing everybody with you". -P3-internal organizational participant-

Fourth, one of the most important managerial competencies mentioned by multiple experts was flexibility and agility in the workplace, since we constantly live through various changes and transformations.

"Aujourd'hui, dans les organisations la compétence la plus grande à développer en leadership est l'agilité de nos gens. On ne gère pas le changement au quotidien, on gère le quotidien dans le changement". - P12-internal organizational participant-

Finally, last but not least strategic vision and thinking are also an important theme and competency to develop.

"Selon moi, les habiletés stratégiques sont très importantes, car cela permet de face à l'ambiguïté et à la complexité". -P5-external organizational participant-

Some experts explained that objectives and content of the programs depend on the hierarchical level of the individual manager; therefore first level supervisors still have somewhat the same needs such as managing teams, establishing objectives, delegating and controlling activities. However, they need to mobilize and engage employees and teams around them through their credibility and influence therefore solely relying on functional hierarchy does not work. As for the intermediate level managers it is about their ability to manage and lead change and transformation and their political ability to know how to collaborate with other departments. The most important for them is how to navigate in the context and lead their team. Finally, the executives need to have increased flexibility and agility to be able to bring their organization and compete in today's business environment. For that they need to balance the strategic thinking with efficiency of the execution.

"Le contenu des programmes et les compétences dépendent beaucoup du niveau hiérarchique. Il y a des exigences très élevées sur les leaders aujourd'hui autant sur les "soft skills" que sur les "hard skills". Alors ce n'est pas évident d'être un leader présentement. Chaque niveau a certains objectifs et ses particularités". -P16-internal organizational participant-

The literature indicated that organizations are looking to develop soft skills more and more in leadership development (Conger and Xin, 2000). It was also argued that program content was going through drastic changes over the last decade and since the year 2000 topics such as globalization, employee diversity, organizational learning and e-commerce were going to play a big part in leadership development.

To conclude, we found somewhat different results whereas organizations are looking to develop soft skills, yet hard skills seemed to remain important. A number of participants mentioned that they are looking to develop some hard skills such as orientation towards results, decision making, providing direction and performance management. Leadership is complex and managers need to have a mix of both soft skills and hard skills to properly lead a team and be an effective manager.

We also discovered that organizations are inclined to experiential content of programs and directed towards action learning and on-the-job experiences. The content is more experiential for participants to have a better understanding and integrate it to their reality quicker. The theoretical model of Kolb's learning cycle can help support and explain this evolution where the individual learns from direct/concrete experience. Learning is considered a process from which knowledge is created with transformation of experience through reflection (Vince, 1998). Kolb's learning cycle is a well-known and documented learning through experience model. Another one which explains action learning is Reg Revan's action learning model where action learning process occurs when a group of individuals learn through a real diverse problem (Marquardt and Banks, 2010). He came up with a formula where learning comes from expert-provided knowledge, questioning (discussion), also some added reflection as an important variable. Therefore the content of programs is integrating these variables into their curriculum for participants to learn more effectively.

4.2.8 Target population/segmentation in Leadership Development

A number of experts (8 out of 17) indicated that they have not seen changes in terms of the segmentation of their program; it is managed by level of hierarchy and is varying by level of responsibility.

"La segmentation des participants reste assez stable dans le temps. Si je regarde dans notre organisation, nous avons tendance à segmenter par niveau. Donc, dépendamment si on gère des individus, une fonction, une équipe, une unité ou une entreprise ça dépend de la portée du rôle occupé". -P10-internal organizational participant-

Some of the experts (5 out of 17) indicated that they started integrating individuals from different sectors in the organization into their leadership development program; therefore they are trying to diversify and open their approach for participants to learn and get inspired by networking and collaborating together in the programs.

"Autrefois, notre organisation avait tendance à mettre des gens ensemble en groupes très homogènes, mais maintenant on essaie de sortir les gens de leurs silos et de voir les choses différemment. On leur fait réaliser que leurs réalités ne sont pas si différentes et, dans le cas contraire, les inspirer à faire et voir les choses d'un autre œil". -P4-internal organizational participant-

We observed an increased interest and cascading down leadership development in the organizations by democratizing it through the levels. Some organizations are starting to plan and include the non-managerial levels of employees such as professionals and experts in organizations. They are interested in including leadership of influence in their leadership development programs since in many organizations the reality is that non managers play some critical roles therefore they also need leadership development to succeed. The role individual contributors play in customer satisfaction and in turn attaining the organizational objectives makes it important to include them for a number of organizations.

Our results on target population and segmentation are in line with O'Brien and Hall (2014) and Henein and Morissette (2007) studies in literature review where they discussed the segmentation of leadership development into three to five categories. Our participants indicated having multiple levels of segmentation according to the level of hierarchy and responsibility of their role such as managing individuals, teams, units/departments or an organization. There are multiple categories varying from three to five levels normally having the CEO and the board, the Executives, another level being the Directors, then the Managers often divided into two levels (first level and intermediate) and the individual contributors such as high potentials.

Another aspect omitted in literature, but we found as a tendency is opening up leadership development across the organization. This means including professionals and experts in leadership development programs instead of focusing solely on a certain level of managers, instead or developing multiple levels at the same time. There is a growing interest in cascading down leadership development in the organizations by virtue of democratizing it. So instead of focusing on certain levels of leadership there is a tendency to open it up to all levels. Multiple participants indicated finding it important to include leadership of influence in their leadership development programs for individual contributors since their role in customer satisfaction and in turn attaining the organizational objectives makes it important to include them particularly in the services industry.

4.3 Practices in Leadership Development

Regarding the questions on practices in leadership development, the respondents answered that a variety of practices are used today in various combinations to develop leadership in their organizations

Regardless of the industry or experience of the participant, the bar graph of the in-class training remains the most applied practice today. A large number of participants (15 out of 17) mentioned having formal in-class training in leadership development in their organizations.

"Selon mon expérience, les programmes de développement du leadership demeurent beaucoup de la formation classique. Le parcours est surtout en salle de classe". -P9-internal organizational participant-

It is interesting to note is that although many mention formal in-class training, they also admit that they are aware that this is not the most effective way to develop leadership. Furthermore, they discuss other practices needed to be used to ensure transfer of learning for the program participants. Many have mentioned their disbelief in developing leadership in a classroom.

"I don't believe in developing leadership in a classroom. Putting somebody in a class for 5 days and then saying there you go you graduated now you are a leader. In my experience it does not work. I have seen it too often and it doesn't work". -P3- internal organizational participant-

Although research tells us that in-class training is not as effective as it is perceived for leadership development (Conger, 1996; Gurdjian, Halbeisen and Lane, 2014; Van Velsor *et al.*, 2010; Yukl, 2013) and in practice experts in the area recognize this, in-class training remains the most used practice to train new managers and have a common base for them in the organizations.

Also, the in-class training is slowly evolving and changing in terms of its content and how it is presented. Organizations are trying to integrate more activities and action learning into the classroom, while adding more pre-training and post-training reflection and assignments. This helps with the transfer of learning and better integration of the theoretical content.

"La variété des activités pré formation et post formation vivent un meilleur transfert des apprentissages. Aujourd'hui, les gens ont une plus grande préoccupation de ce qu'ils vont retenir suite à leur formation". -P16-external organizational participant-

Coaching comes as the second most used practice today after in-class training with (14 out of 17) participants in leadership development having mentioned using this practice. Most internal organizational experts as well as all the individuals external to the organizations admit that it is one of the most requested and sought after practice by organizations today.

"Le coaching a été une stratégie supplémentaire dans le développement du leadership. Ce dernier a pris son essor autour de 2005 et, depuis, a beaucoup évolué et est encore en demande présentement". -P7-external organizational participant-

The demand for coaching is fairly high in the practices in leadership development. Many of our interviewed experts discuss how individuals are taking charge of their own leadership development and coaching is in line with the individualized type of learning as compared with in-class training.

Another practice which seems to be on the rise in demand is codevelopment. A number of our participants have brought up the importance of this practice (12 out of 17 participants). This practice is being more used by large organizations. It consists of bringing a group of managers together and discussing real life problems while asking others for their suggestions and recommendations. It is helpful because it allows a group of managers to socialize with specific goals of problem solving and providing their feedback based on their experience.

"Le codéveloppement est très en demande et très efficace. Cela consiste à regrouper des gestionnaires d'un même niveau qui discuteront de cas concrets qu'ils vivent et qui se feront ensuite conseiller par les autres". -P5-external organizational participant-

On-the-job experience is recognized as one of the most effective leadership development practices by the community of experts (11 out of 17) participants mentioned using it in their organizations. This practice is recognized to bringing the most value and learning to the participants in the program. Specifically, a number of experts discussed challenging job assignments which is a potent form of leadership

development and projects or work assignments. The use of job rotations and lateral movements for more junior level individuals are used quite a bit even when the new position is not a vertical growth, it is still seen as a developmental opportunity since the individual will experience a new side of the business and learn new things.

"Notre organisation utilise beaucoup les programmes de rotation au niveau plus junior, mais ce qu'on est en train de faire c'est de mettre les gens dans des rôles de développement. Nous faisons donc des rotations formelles où on bouge les gens au sein de l'organisation afin de les développer". -P10- internal organizational participant-

Some specify that individuals learn the most and get the biggest benefit from on-the-job learning when there is a significant job change in terms of responsibility and accountability in the organization, or when job rotations or special assignments have a progressive difficulty level.

"The most effective way to develop leadership is to put people into new experiences where they are forced to learn on the job. More specifically, it is when there is a significant job change with an additional accountability and more responsibilities". -P11-internal organizational participant-

Both, internal organizational experts and external organizational experts have indicated the importance of using a variety of practices ranging anywhere from three to seven practices. The main reason behind the use of a combination of practices is to address different learning styles. Two other important issues which have been brought up, are the integration of what the individual learned post training and the sustainability of what was taught.

"Il y a différents styles d'apprentissage qu'il faut respecter. Si l'organisation veut développer une compétence qui sera durable dans le temps, il faut que l'individu en comprenne les bases. Donc, il faut qu'il mette les connaissances en pratique, qu'il les utilise dans l'action et finalement qu'il reçoive une rétroaction. Il faut donc combiner différentes stratégies qui visent différents objectifs". -P1- internal organizational participant-

Action learning which consists of solving real-time organizational problems in a group has been cited by (11 out of 17) participants in the study, therefore it seems to be as popular as on-the-job learning. In the literature review we found that these experiences have certain characteristics including: 1.) an emphasis on learning through action; 2.) normally practiced in teams; 3.) build around company issues; 4.) participants in problem-solving roles; 5.) team decisions completed in a formal presentation (Dotlich and Noel, 1998). This practice is used in combination with training for the participants to run-through what they learn. Action learning does seem to be more and more used as predicted in the literature review by Barrett and Beeson (2002). We found in our study as well as in the literature that action learning helps develop the critical mind, decisional capacity and gives an occasion to apply the lessons learned from the training.

"Action learning projects should typically tie in with our top end leadership development programs for high potential people". -P11-internal organizational participant-

"Dans notre parcours, nous avons définitivement de l'expérientiel, qui est une partie très importante. La partie salle de classe représente 25% du parcours et le reste c'est vraiment des études de cas, il y a principalement beaucoup de projets dans l'action qui sont très importants pour le développement du leadership". -P12-external organizational participant-

Multi-source feedback (360 degree feedback) was brought up by (9 out of 17) participants just somewhat under action learning and on-the-job experience in terms of its popularity rate. Multi-source feedback seems to be used mostly for developmental purposes to understand the impact of your leadership on others and to develop a certain set of behaviours, rather than an evaluation of performance as explained by our participants.

"I believe 360 degree feedback is only relevant if you tie it into some specific development. So the only valuable 360 is when there is a certain set of behaviours that you are supposed to be practicing". -P11-internal organizational participant-

Mentoring was said to be used by (7 out of 17) of our experts in their respective organizations. We could not determine or make conclusive results on whether organizations use more formal or informal mentoring, since we had a fairly small sample size and certain participants did not specify whether they used formal or informal mentoring. It was argued that mentoring programs helps get different points of view, get experience and share knowledge between generations.

"Notre organisation a un programme de mentorat qui n'est toutefois pas encadré complètement par les ressources humaines et qui n'est pas suivi. On ne fait pas les assignations, mais cela fonctionne assez bien". -P6-internal organizational participant-

On the other hand, e-learning has not been brought up by most of our experts as something being currently used. Only (4 out of 17) participants have indicated or demonstrated the use of e-learning practice in leadership development. Some have been integrating technology and e-learning into their development to reduce development time a new delivery method of learning for both intermediate level managers and senior level managers.

"Notre entreprise a livré un cours Webex pour les gestionnaires intermédiaires et, plutôt que de faire 4 journées complètes de formation en classe, nous l'avons fait en 8 demi-journées et cela a très bien fonctionné. Les outils évoluent et la façon de livrer évolue également". -P10- internal organizational participant-

"Les gestionnaires seniors aiment bien les jeux sérieux. Alors, on leur propose un jeu de rôle où on leur fait faire une simulation. Par exemple, on leur donne un rôle à jouer dans l'implantation d'un changement de plateforme informatique". -P16-external organizational participant-

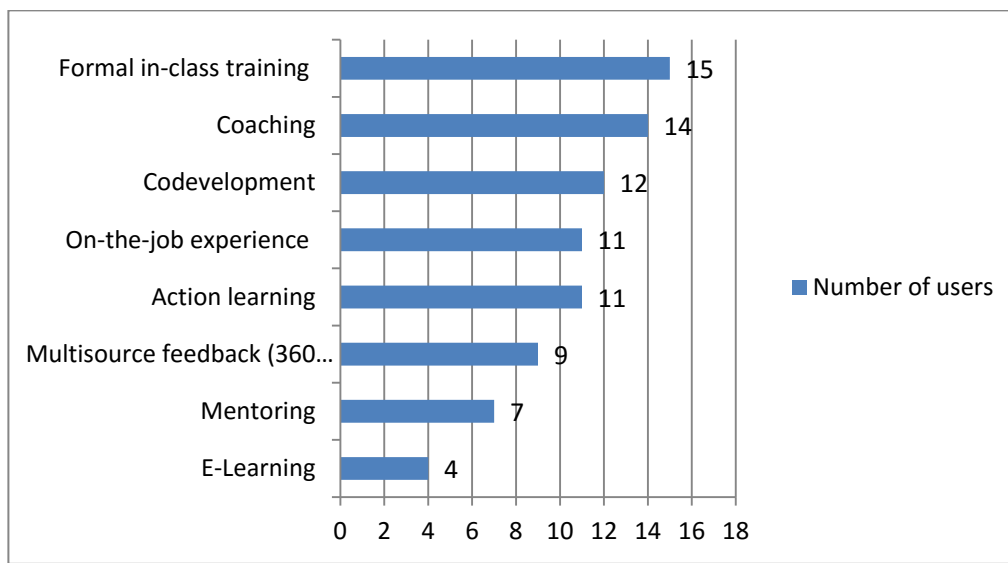
Many participants are not yet using technology as a method of delivery but do see the opportunity for growth with technology to be used in leadership development. A number of participants (8 out of 17) brought up e-learning and technology as a different way to deliver leadership development content in the future.

"Je prévois que les méthodes d'apprentissage vont davantage être livrées en mode virtuel avec l'essor des communautés virtuelles et du e-learning". -P5-external organizational participant-

Others do not see e-learning and technology as an upcoming opportunity for leadership development since they have not had a good experience with their program or just do not believe in its benefits for leadership development. They believe it is not a good method of developing leadership development because of the lack of the social component in online learning.

"Notre organisation possède des modules en ligne avec une facilitatrice et parfois on entend le que e-learning est révolutionnaire, mais, en réalité ça ne fonctionne pas. C'est difficile de remplacer une dynamique de groupe". -P9-internal organizational participant-

Most leadership development experts surveyed suggest a combination of practices is used today to develop leadership, however the combinations vary and not all organizations use the same combinations of practices. Van Velsor et al. (2010) did find that to properly develop managers there needs to be a combination of practices. In-class training continues to be the most popular practice; however there are changes in its structure where organizations try to integrate more practice and less theory while diversifying the content. To summarize the results found from our community of experts and individuals in charge of leadership development we created a bar graph on the next page (Table 12) which gives a good overview of the most used practices today according to most participants.

Table 12: Most used practices in Leadership Development today

Overall the most applied practices in leadership development regardless of the individual surveyed (internal or external to the organization) are: formal in-class training and coaching as the most popular, followed codevelopment, on-the-job experience and action learning. Fulmer, Stumpf and Bleak (2009) suggested that on-the-job experience represents 70% of the development methods used by the best organizations to develop leadership. Then we have multisource feedback and mentoring. Lastly, e-learning seems to have the least popularity with only a few experts mentioning and its benefits, however the community of experts do recognize the opportunity of using technology in leadership development in the future.

4.4 Evaluation of the effectiveness of Leadership Development

This section is about the evaluation of the effectiveness of leadership development initiatives and programs. When we asked the question about personal evaluation of leadership development 10 out of 17 participants agreed that they have a positive perception of leadership development initiatives being explained as an optimistic and affirmative evaluation where they perceive an improvement in the organizational culture

and organizational climate. The rest of the participants (7 out of 17) either could not answer the question or responded with rather uncertain or negative perception of leadership development viewing its evolution in pessimistic for the most initiatives in place being not measured enough to have any tangible results on a perspective.

"Les initiatives en développement du leadership sont évaluées très positivement. Ceci est très subjectif, mais on peut le voir dans le climat organisationnel et on peut le ressentir quand nos leaders sont bien formés et qu'ils appliquent ce qu'ils ont appris". -P6-internal organizational participant-

When we asked our participants to describe the advantages and benefits of leadership development in the performance of the organization they provided us with a variety of answers. The participants we interviewed agreed that leadership development provides advantages for both the individuals and the organization. For the individuals the benefits include having the opportunity and learning new things through the development, where they would get a chance to attain promotions and have a career advantage.

"L'individu qui va participer aux les programmes développement du leadership va avoir beaucoup plus de chances et d'opportunités d'avoir des promotions, d'avoir de l'influence et de mieux faire passer ses idées". -P2-external organizational participant-

One of the first advantages is to help the organization prepare its succession for the future to ensure its continuity and survival. Leadership development ensures a pipeline of individuals in the long term for the benefit of the organization. Nowadays, managers have a lot more responsibilities than before, the integral part of the success of the organization. Another advantage, which our experts came up with is that leadership development helps managers improve their leadership and in turn impact the mobilization; engagement and well-being of the employees and teams which will help to achieve the objectives and improve productivity. Others see it as the being the integral part of the support system of the transformation and change in the organization. Leadership becomes important in leading and transforming change, when they simplify

the objectives for others during times of complexity and ambiguity. In addition, some say that it helps shape the organizational culture and retain employees. Developing managers will make them more satisfied in the workplace and more loyal to the organization.

On the other hand, the majority specify that it is not always simple to know whether or not objectively leadership development is effective. The reason is that there is barely any evaluation done of the effectiveness. Experts argue that they are uncertain of the real objective results of the initiatives and programs. When we inquired whether most of the initiatives and programs are evaluated, most internal organizational participants (9 out of 11 internal participants) indicated that it is their biggest challenge.

"L'évaluation du programme de développement du leadership est très difficile à mesurer. Ceci est un très gros défi; on veut évaluer mais en ceci requiert beaucoup de connaissances et de temps et, souvent, c'est la première chose qui est mise de côté". -P4-internal organizational participant-

Meanwhile, (5 out of 6) external organizational participants indicated that it is rarely done and that organizations are very weak at evaluating in leadership development.

"Je ne pense pas que les initiatives et les pratiques sont évaluées. Je pense que les entreprises sont très intéressées et ont la bonne volonté de le faire, mais ils ne se rendent jamais jusqu'à cette étape. Il y a toujours d'autres priorités qui passent avant". -P13-external organizational participant-

Also, (8 out of 11) internal organizational participants argued that the participant program satisfaction is evaluated with a questionnaire or through an auto-evaluation about the learning of before and after the program.

"Je dirais que presque toutes les organisations font l'évaluation 1, soit la satisfaction des participants. Toutefois, rare sont ceux qui évaluent le niveau 2 soit les la mesure de rétention des connaissances après la séance de formation". -P14-internal organizational participant-

The change of behaviour is rarely measured and evaluated (4 out of 11), while the organizational impact and return on investment is almost never done with a few exceptions (only 2 out of 11 organizations measure the impact and return on the investment).

"Ça va faire bientôt 8 ans que je travaille avec les programmes de développement du leadership dans plusieurs organisations et c'est la première fois que je vois une structure d'évaluation du transfert des apprentissages de l'efficacité dans mon emploi actuel". -P9-internal organizational participant-

The experts gave us four major reasons explaining the lack of evaluation of the change of behaviours, impact on the organization and return on investment:

- Lack of expertise;
- Other priorities (resources and board/ top management engagement);
- Time consuming practice;
- Difficulty of isolating the development program and practices as a variable of a manager's improved leadership and performance;

Some experts mentioned using mobilization and engagement surveys, number of positions filled internally, career promotion and progression, 360-degree feedback and performance evaluation as sources of evaluating the degree of effectiveness of leadership development programs.

To conclude, it was established in multiple reviews and meta-analyses that organizations fail to evaluate the outcomes of their leadership development programs (Collins and Holton, 2004; Day, 2000; Kur and Bunning, 2002). The Conference Board of Canada discovered that the majority of the organizations (66%) are not formally evaluating their leadership development investment and results (O'Brien and Hall, 2014). Our study, confirms that even though the experts explained they do receive very positive feedback from the participants and their supervisors about leadership development initiatives and

programs, they do not formally evaluate it most of the time. When inquired whether most of the initiatives and programs are evaluated, most internal organizational participants admitted it is their biggest challenge.

4.4.1 Success factors

The success factors and failure factors help the program succeed or can make it fail at any moment. This is important in supporting the effectiveness of leadership development initiatives and programs. Every participant mentioned multiple success factors in leadership development.

The first success factor which was brought up by (10 out of 17) participants was the senior management engagement and buy-in which means that leadership development needs to be a priority and seen as an investment and not spending by the board and senior management. This needs to be demonstrated not solely by talking about it, but actually doing the act. Therefore they need to have a strong sponsorship and offer resources for leadership development to grow in the organization.

"One of the success factors is senior management engagement. Not just from a budget perspective, but from participation and role modelling outlook. Where I have seen leadership development really work is where senior managers are involved, they care about it, they ask about it, they participate because they believe in it, they see the benefit of it therefore they put the time and money to make it happen".

-P3-internal organizational participant-

The second success factor which was discussed by (7 out of 17) participants is connecting leadership development to the business needs and objectives. A number of participants mentioned that it is extremely important for leadership development programs to be connected with the business objectives and business strategy since the programs support the organization.

"Un facteur majeur de succès est que le programme soit vraiment collé aux objectifs stratégiques d'une entreprise. On veut que les employés soient satisfaits, engagés au travail et on veut évidemment qu'il y ait une performance. Donc, dans notre programme de leadership, on veut offrir des outils aux leaders afin qu'ils soient capables de maintenir l'engagement et la performance. Il faut que ça soit collé à la réalité de l'entreprise". -P9-internal organizational participants-

The third success factor discussed by (6 out of 17) participants is that the program should not only be aligned with the business requirements, but needs to correspond to individual's reality and needs. This means that it has to provide ways and tools to help handle problems and issues the individuals have in the organization whether it is providing feedback and coaching, a vision, strategic thinking, development of the employees, etc. In addition, the program should be aligned and adapted to the individual's stage of development. The program should take into consideration the variety of needs and employees from different sectors.

"Un facteur de succès est l'analyse des besoins, soit d'offrir une formation qui correspond aux besoins des participants. Je pense aussi pour que la formation fonctionne, il faut que ça attire les gens et qu'ils s'y reconnaissent dedans. Il faut qu'elle soit connectée à leur réalité". -P15-internal organizational participant-

The fourth success factor discussed by (5 out of 17) participants is about having quality suppliers providing the program. Most organizations rely heavily on the external suppliers for leadership development programs, therefore choosing quality suppliers is an integral part of success of the program. The content and instructors must be impeccable for individuals to believe and trust the initiatives. The instructors are expected to have a lot of knowledge and be convincing. In addition, they should be able to ask the right questions and stimulate reflection/learning in the program participants instead of solely providing them with answers. Internally HR and OD individuals must believe in the programs and constantly maintain them to ensure sustainability.

"Un des facteurs de succès est la qualité des fournisseurs offrant les programmes de formation. Ceci requiert des gens qui ont les bonnes connaissances, qui sont convaincants et convaincus, qui ont les meilleures pratiques et qui vont être capables de nous guider aux travers des différentes étapes. La qualité des partenaires externes est vraiment clé selon moi. À l'interne aussi ça prend des gens convaincus qui seront capables de défendre leurs idées et pourront se tenir debout. Les programmes de développement sont fragiles; si personne ne s'en occupent, ils risquent de ne pas bien fonctionner". - P14-internal organizational participant-

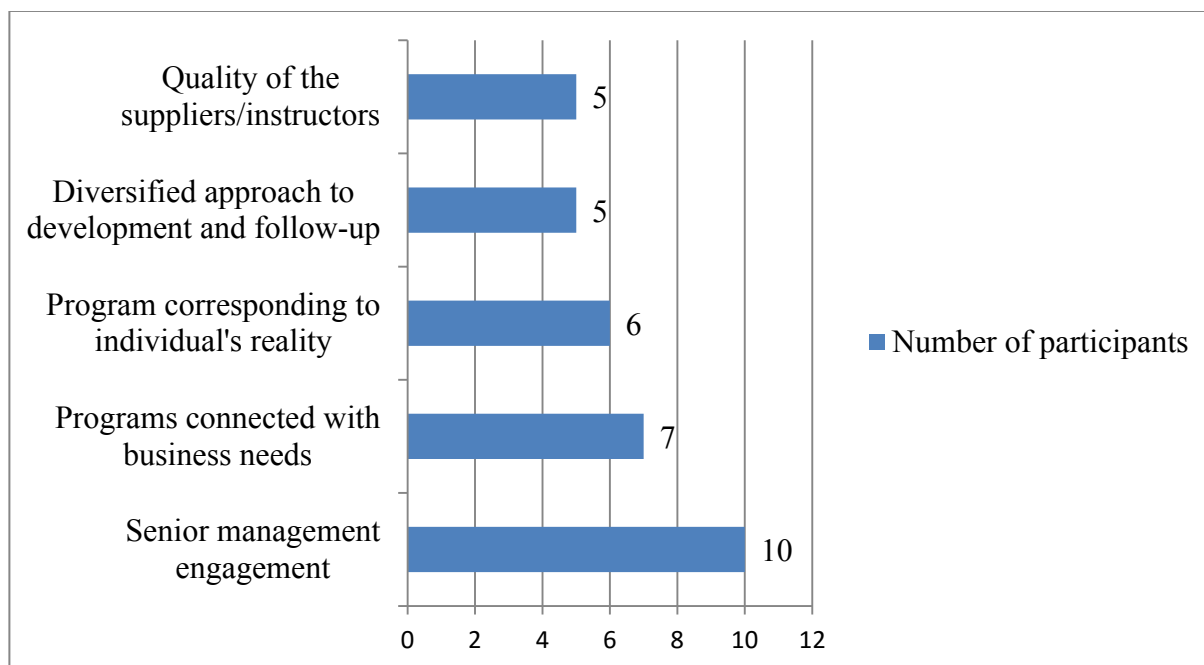
Finally, the last but not least success factor which was mentioned by (5 out of 17) participants was to have a diversified approach to development and follow-up over time. The experts in leadership development we interviewed explained that different individuals learn in different ways. They need to be provided with diversified number of practices such as action learning, on-the-job learning, coaching, codevelopment and training to have best results. In addition, development is a long-term process, to have the best results it must be seen as a process.

"Les vraies stratégies de développement vont avoir de multiples activités sur une période de temps assez longue pour que la personne n'oublie pas ce qu'elle a appris. Les changements de comportements prennent du temps et doivent s'étendre dans le temps. L'aspect pratique du transfert des connaissances ne sera pas efficace si on ne fait pas un suivi dans l'action et après le programme". -P16-external organizational participant-

To conclude the section about the success factors we will do an overview of what we found. The overview of all the success factors we found in the study is in Table 13. We did not find all the specific success factors in the literature review; however we did find some important and relevant conditions for learning. The involvement of the CEO and top management in leadership development is extremely important for its success. Bass and Bass (2008) explained in a study of best practices of leadership development that it should be supported by top management and the CEO throughout the success of its efforts. In addition, we found that there need to be a diversified approach in leadership development for participants to properly integrate the learning (Van Velsor et al. 2010,

Day, 2000). Finally, we also found that there needs to be an alignment and a connection with the business objectives for the program to be successful (O'Brien and Hall, 2014).

Table 13: Success factors in Leadership Development programs



4.4.2 Failure factors

The biggest failure factor mentioned by (10 out of 17) participants is the lack of leadership development being a priority in the organization. We have seen it also as a success factor identified by the engagement and buy-in from the board of directors and top management. The leadership development programs are being put on hold when the organization is not doing well, or when top management decides to not invest in leadership development or does not promote initiatives in the organization and views it as a spending all this brings a risk.

"Un des facteurs qui amèneraient un risque au développement du leadership sont les leaders seniors qui ne sont pas attachés au programme et aux initiatives et qui ne dévouent pas le temps et l'argent nécessaire". -P8-internal organizational participant-

The second failure factor brought up by (5 out of 17) participants consists of organizational obstacles. One important obstacle is when the organization promotes and encourages individuals to participate in leadership development programs yet expects them to work as much and not take time out from work for their training or coaching. This provides contradictory messages to the program participants and in turn discourages individuals from attending and getting engaged in the program. Therefore what is expected of a manager needs to change when they are participating in a leadership development program. Another obstacle is when organizations promote leadership development and have on-the-job learning as a practice yet do not accept failure or give second chances. When the individual is in the learning process they will make mistakes and errors; this must be tolerated to help them to learn feel comfortable. Finally, not giving a chance for individuals to practice and experiment their learning is also an obstacle.

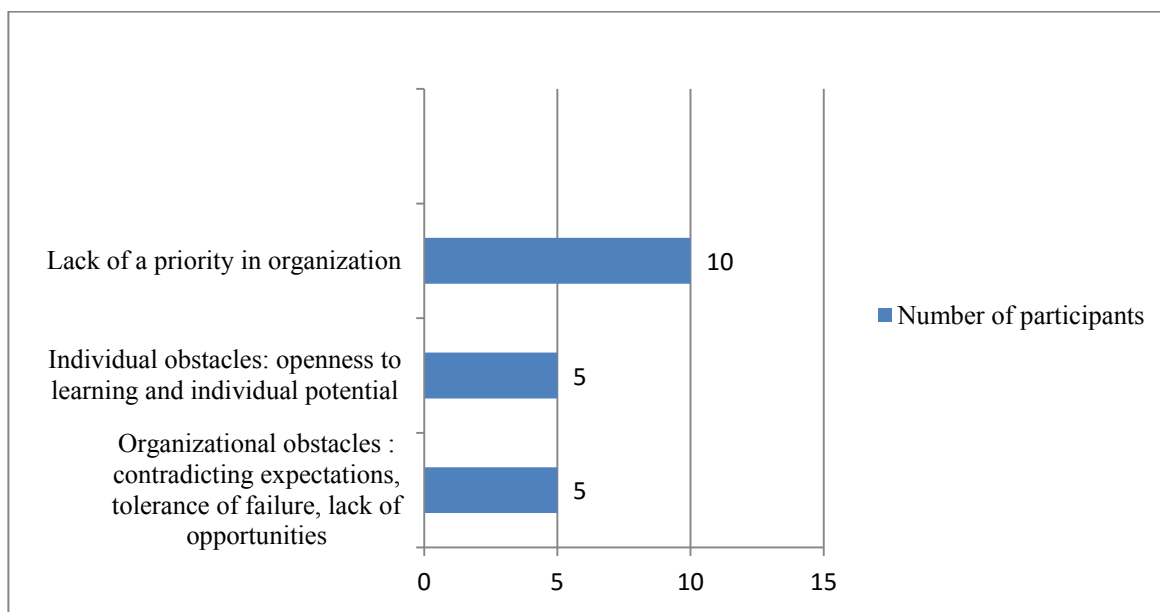
The other failure factor are individual obstacles such as, when the individual is not ready or not open to learning and having a deep understanding and reflection in a leadership development program. Some employees are just not interested or not ready to develop and work on their leadership; others are doing it solely to get to the next level in their careers. This is why it is extremely important to properly evaluate the potential of the individual prior to bringing them into a leadership development program and understand their needs and motivations. Individual obstacles can happen and need to be assessed and prevented.

"Un grand facteur d'échec serait la fermeture d'esprit des individus face au programme de développement du leadership. Certains y sont pour les mauvaises raisons et n'ont pas la bonne attitude. Ils sont là pour avoir une promotion et ont l'impression qu'ils connaissent tout et ne font pas de réflexion ni de rétroaction". -P2-external organizational participant-

To conclude, this section is an addition to the literature since we did not find any failure factors in the literature review. Three main categories of failure factors were found which affect leadership development programs: the first is the lack of a priority of

leadership development in the organization, some organizational obstacles and some individual obstacles (Table 14). The organizational obstacles consist of contradicting expectations from the organization, non-acceptance of failure and lack of opportunities for practice. The individual obstacles consist of a lack of openness and readiness of the participant as well as the limited potential of each individual.

Table 14: Failure factors in Leadership Development programs



4.5 Challenges, difficulties and limitations

In this section we will go through the most common challenges, difficulties and some limits mentioned by our participants. To facilitate the readers understanding we regrouped them into categories particularly when we found similarities between the challenges and difficulties explained by our experts. Every participant stated multiple challenges, difficulties and limitations when we asked them the question. The challenges, difficulties and limitations are not in any specific order.

One of the biggest challenges and limitations mentioned by (12 out of 17) participants is the availability of resources. Is leadership development a priority for the organizations and do they see it as an investment (in terms of time, money and human resources)? In the literature review, the challenging business environment and limited resources also posed a challenge to organizations. It was found that leadership development costs quite a lot and involves a long process therefore resources are an issue for its sustainability (Derr, Jones and Toomey, 1988; Hill *et al.*, 2014; Vloeberghs, Pepermans and Thielemans, 2005). This was also a big failure factor when leadership development is not a priority. It has been brought up by many of the participants that they need to have resources to promote and develop initiatives however quite often it is cut in organizations when the business is not doing well. Therefore, it has been a challenge to maintain leadership development. The fact that the large majority of organizations do not measure return on investment and the impact of leadership development does not help since the board and the executives do not always understand the repercussions.

On the other hand, time is also of a concern in leadership development since it involves the reflection after each activity and a learning process to develop. Specifically, Conger and Toegel (2003) recommend that projects need to focus on multiple learning experiences to build declarative knowledge as opposed to a one-time quick action learning experience. However, as argued by a number of the experts they have constant pressure from participants and executives to make programs and practices shorter. This is a concern since individuals will not be able to learn well and integrate properly what they learned. Some have said that the follow-up of programs have been lagging and therefore participants have not been integrating what they are taught.

"Le premier enjeu est un rapport coût/bénéfices où souvent l'organisation ne prend pas la peine de mesurer le retour sur investissement suite aux programmes de développement. Il y aussi une question de temps. D'une part, afin de développer son leadership d'une façon organisée, il faut accorder du temps à la réflexion et il n'y a pas beaucoup d'organisations qui y accordent du temps en ce moment. D'autre part, il faut laisser le temps aux apprentissages de faire effet; le tout ne peut pas se faire en l'espace de 3 ou 6 mois". -

P13-external organizational participant-

Some of the participants (7 out of 17) mentioned the challenge of measuring the impact and return on investment. Hernez-Broome and Hughes (2004) suggest that most organizations have made assumptions about leadership development initiatives on the efficiency and effectiveness, however solely based on anecdotes and reactions. While, the Canadian Conference Board found that even among organizations that have a formal leadership development strategy, 57 percent confirmed that they do not assess the impact of leadership development activities (O'Brien and Hall, 2014). They believe it is a challenge yet it will give training and development credibility in front of the board of directors. This helps justify the large investment of money in leadership development initiatives. Some have explained that organizations try different initiatives without knowing however what results or benefits it will bring.

One of the difficulties comes from the fact that organizations are becoming global therefore this brings a set of new ways of doing things. There is a difficulty in having a global program across different levels of the organization and in different countries which fits everyone's needs yet, there are regional differences that need to be managed. This adds an extra level of difficulty where an organization is driving a culture, but needs to adjust to different initiatives. In the literature review, Terrell and Rosenbusch argued that organizations are realizing how important being up to date with international trends is for business performance and success therefore globalization is increasing the degree of difficulty of leadership development as leaders need to manage diversity and change (2013).

Another challenge is staying relevant and flexible in constantly changing business environment. Certain organizations are just starting to plan and implement leadership development in their organizations and need to accelerate it. While others have had it for a long time yet they all seem to have a challenge with staying relevant in the evolution of leadership development and having flexible programs and practices. This also means finding opportunities to develop individuals on-the-job and it is not always simple, while taking calculated risks in the initiatives and individuals they develop. This means that experts will not always know whether they picked the right individual or practice

however, by using psychometric evaluation and feedback they maximize the chances to choose the right individual.

"Sachant que le développement du leadership requiert beaucoup de temps, il faut que les organisations s'y prennent tôt et cela vient avec des risques. C'est un enjeu d'être capable d'identifier les gens très tôt dans leur carrière, de prendre des chances et de gérer des risques". - P4-internal organizational participant-

A number of participants (12 out of 17) explained that there are some conditions for learning that must be in place which makes a challenge. The challenge is getting the direct supervisor involved in their employee's development. Managers are often busy and not always involved with their direct reports. Leadership development is not always set as one of the priorities. A number of authors argue that managers often do not maintain these responsibilities even though it is their duty to do so (Barrett and Beeson, 2002; Karaevli and Hall, 2006). Conger (2014) argued that one of the fault lines of leadership development is the paradox of the disappearing boss.

"Souvent, les patrons ne comprennent pas bien le rôle qu'ils ont à jouer dans le développement du leadership. Le patron est là pour voir la progression, donner du feedback et du coaching. Les responsables du développement du leadership ne savent pas comment les mobiliser et leur en faire prendre conscience". -P14-internal organizational participant

Another challenge and condition for learning is the engagement and involvement of the CEO and the senior management in leadership development. Multiple authors explained in a study of best practices of leadership development that it should be supported by top management and the CEO throughout the success of its efforts (Bass and Bass, 2008, O'Brien and Hall, 2014). We found this a success factor in the previous section, but it is also a challenge for organizations to grow leadership development if they do not have the full engagement of the board of directors and the senior management.

"Un autre enjeu est l'engagement du comité de direction et des exécutifs. Il faut qu'il y ait un alignement et une cohérence entre les actions du comité direction et ce qui est dit aux employés". -P17-external organizational participants-

Finally, the last condition is to ensure the reflection and the transfer of learning after a program or a practice. This involves making sure to do a follow-up after the training or the program to maximize learning. Since things are moving faster with the pressure to go towards shorter and just in time training patterns, it has been a challenge and a concern for organizations to ensure the transfer of learning. In some organizations it has been found that there is less follow up and everything is being so much rushed that there is a gap between what the individuals learn and what they reflect on and apply after the program.

"Le transfert d'apprentissage est un autre enjeu. Dans un monde idéal, la haute direction donnerait une mission très pointue et un projet à chaque cohorte. On voudrait tous pouvoir faire cela, mais ce n'est pas toujours évident et c'est difficile de rattacher le tout au parcours de développement". -P12-internal organizational participant-

After interviewing our experts we found four major limitations in leadership development. The first limit we found which was mentioned by (8 out of 17) participants is the individual potential. Every individual has a certain level of potential and not everyone can become a great leader. It has always been difficult to properly identify and measure the individual's characteristics and behaviours to assess their potential as it involves a certain level of risk. A number of organizations still reward the best individual performers and contributors by placing them in managerial roles which does not provide effective results. Some individual contributors should remain in their role and not become managers. In addition, at one point when individual's reach their potential organizations need to be able to realize this. Every individual can develop a certain level of leadership however this level should be given accordingly and needs to be identified with tools and support.

"Une des limites que les individus doivent se rendre compte est que chacun possède un niveau de potentiel. À un moment donné, l'individu atteint son niveau de potentiel et l'organisation doit s'en rendre compte et cesser d'investir dans ces personnes". -P4-internal organizational participant-

This requires organizations to balance investment and employee engagement for the employees not to become demobilized when they are not part of a leadership development program. Some of our experts argued that the limit comes from the idea that we view leadership as an individual behaviour rather than a collective one. When leadership development is viewed as a collective behaviour, the objectives become more powerful. There has been a growing interest towards the practice of collective leadership in the organizations. There is a lack of empathy and a lack of engagement in the environment with a sole focus on individual leadership. Nowadays organizations must stay agile and flexible, tuned to the changes and customer demands.

Another limit is the individual's desire and motivation to work and develop themselves. When the individuals are active and motivated in the development they will be their own drivers during the program and even after the program. More and more often organizations push the training and development responsibility onto the individual participant therefore if they do not have the desire or motivation nothing will happen.

"Une des grandes limites est la volonté de l'individu face au programme de leadership. Est-ce que l'individu veut vraiment travailler sur son leadership et a-t-il le désir de travailler sur lui-même? Si l'individu travaille sur des compétences qu'il juge accessoires pour lui, cela ne fonctionnera pas". -P1-internal organizational participant-

Finally, the third limit is the fit between the individual and the organization's culture and environment. A number of experts have argued that leadership is situational therefore the same individual might not be effective in a different environment or organization. This is why having a fit with the culture of the organization is extremely important to have positive results. When leadership is developed based on a certain culture and certain business needs this might change or evolve. Programs need to evolve with time which means that it might no longer be the right program for the new culture or organizational needs. When the individual changes organizations they might have to adjust and develop a new form of leadership for that particular culture.

To conclude, we found some interesting findings which were not presented in the literature review including the limitations in leadership development such as the individual's potential, the individual's desire and motivation as well as their fit with the organization. This is an important new addition we brought to the literature which has a big impact on leadership development. In terms of the challenges and difficulties we did confirm a number of them in the study which we found in the literature review such as the context and conditions for learning, the impact and return on investment, the difficulty of globalization and the challenge of the availability of resources.

4.6 Future of Leadership Development

In our last section of the interview, we inquired about the evolution of leadership development in the next few years. The majority of the participants agree that the preoccupation and the strategic importance of leadership development will keep growing over the next few years. A number of the participants explained that organizations which have not gotten involved in leadership development will do so in the nearest future since they will realize its strategic importance to become agile.

"Les organisations vont accorder de plus en plus d'importance au développement du leadership afin d'assurer une agilité dans le marché. Je pense aussi que les investissements augmenteront car les gens vont reconnaître le retour sur investissement". -P13-external organizational participant-

Leadership development experts seem to be concerned about organizations unable to find the best ways yet to develop their managers. They mention that there is a demand and a preoccupation, but not enough effective ways to develop leadership provided.

"Dans un futur proche, je crois définitivement que le leadership va être en croissance. Il y a une soif pour les entreprises d'investir dans le leadership. L'investissement va venir avec une réponse du secteur et des écoles de formation, car il y a un grand besoin. Je ne suis pas convaincu toutefois qu'on a la bonne réponse quant aux meilleures façons de développer les leaders. Toutes les entreprises sont confrontées à de grands défis et, s'il n'y a pas de leadership à tous les

niveaux, la pérennité de l'organisation est à risque". -P12-internal organizational participant-

Multiple participants (9 out of 17) believe there will not be any drastic changes happening, however they agree on the amplification of leadership development in organizations for a number of reasons including: Generations Y and Z arriving to the job market; massive retirement of the Baby-boomers; resources constraints on the Generation X. There will need to be an acceleration of the development. However, it will be important to have rigorous follow-ups for the new managers to integrate the learning. Leadership development will be seen more as a process rather than an isolated event with shorter training and practices however over longer period of time.

"Je ne crois pas qu'il y aura tant de changement dans le développement du leadership, mais il y aura de l'intensification. Les dirigeants le reconnaissent davantage comme un enjeu. Il semble y avoir un écart générationnel et on voit beaucoup de jeunes arriver sur le marché avec des responsabilités importantes sans avoir eu la préparation et le développement adéquat pour leur progression. Il faut donc accélérer le développement". -P17-external organizational participant-

Our study shows that the traditional learning methods are going to continue in the future. A number of fundamentals will endure, including the different practices and the role of education; however the method of delivery will evolve. Experts predict that there will not be any major transformations; however there will be an intensification of leadership development. There will be a push towards the acceleration of leadership development in the future. These findings are an addition to the literature since we did not have many indications of the future trends.

4.6.1 Future trends and tendencies

When we asked the participants about what they believe the future trends and tendencies technology was discussed quite a lot as we already mentioned in the practices section of the presentation of results. While some believe technology will grow and become a big

part of learning and development in leadership development, others are sceptical and explain it will only be used as a complementary method of development

"Notre organisation n'utilise pas la formation en ligne (e-learning). Les compétences de leadership sont très complexes et je ne trouve pas qu'elles se prêtent bien à la formation en ligne. Le e-learning pourrait servir de complément, mais l'essence devrait être présentée dans le relationnel et dans l'action". -P15-internal organizational participant-

Others use serious games (advanced technology) already in certain sectors of the organization such as customer service and believe it can be designed in such a way where leadership development could be taught when the individual would be put into various scenarios in a virtual world.

"Les jeux sérieux pourraient être utilisés afin de mieux développer les compétences de leadership. Comme dans un jeu de guerre ou de stratégie, ceci permet de prendre des décisions dans des situations virtuelles. Notre organisation en a fait usage pour le département de service à la clientèle où les employés sont confrontés à des clients virtuels et à des situations difficiles qu'ils auraient à gérer. Donc, si on est capable de le faire pour ce département, on devrait pouvoir l'adapter pour le développement du leadership". -P12-internal organizational participant-

The last aspect which came out from the future trends is about collective and shared leadership in the organizations. A number of experts explained that for too long leadership development was all about certain layers of the organizations being those in managerial positions particularly higher positions. However, more and more there has been an interest and a need in including more layers of individuals in the organization and spreading leadership development across levels. In today's organizations there is a need for leadership at multiple levels and relying on one leader or a few does not work. The fact that organizations are becoming more flat and global, to make better and quicker decisions shared leadership is rising in importance and will continue according to the participants. Others go further and discuss how collaborative work environment is needed for managers to work together, share ideas, share feedback and provide solutions to learn from each other.

Overall, the majority of the participants agree that technology will be something to explore and look into to better understand the opportunities it offers and see how it can be applied in leadership development. They discuss the possibility of experimenting with the idea of integrating new ways of delivery in leadership development which can accelerate the way individuals will be developed through simulation and serious gaming. In the literature it was proposed that technology can facilitate self-development. This can provide a complementary and quick approach to enhance leadership skills. Online modules will allow individuals to assess skills and learn content, at their own pace, just in time. Online simulations can be an effective way to learn and practice skills (Karaevli and Hall, 2006). Since there is a big push for individual's to become responsible for their learning and development the idea of self-help is an interesting one which can fit this aspect. As well as the idea about spreading leadership across all levels and democratizing it is a new discovery which we have not been present in the literature therefore this is a new tendency we found.

4.7 Conclusion

To conclude, the chapter of the presentation of results, we present the major discoveries found in the study as well as the findings which were confirmed based on the literature review. Overall there has been a certain evolution of the state of leadership development in terms of the magnitude and investment, the approach, the objectives, the content and competencies. In line with the findings established in the literature review the importance of leadership development has increased although there is a growing pressure for efficiency which pushes organizational experts to be more creative and flexible in their initiatives. In terms of suppliers and length of programs, there have not been changes, however we did discover a pressure to decrease the length of the programs coming from the participants. This brings a concern for transfer of learning since leadership development takes time and practice. The program objectives in leadership development have become more at the organizational level. The three major objectives we found in leadership development are: preparing succession for the

organization, mobilization and engagement of the employees and teams, supporting and leading organizational and cultural transformations. As for the content and competencies there is also an evolution since it has become more experiential and directed towards action learning and on-the-job experiences. The themes and the competencies which came up in our study as the most relevant regardless of the industry are emotional intelligence (self-awareness), mobilization and employee engagement, followed with leading change, flexibility and agility, strategic vision and thinking.

It is important to mention that we did find a number of discoveries which are additions to the literature. These include the failure factors and the limitations in leadership development, as well as the future trends and tendencies. In the failure factors we found three major themes, the lack of leadership development being a priority in the organization. This includes the engagement and buy-in from the CEO and executives as well as the board. In addition, we found organizational obstacles such as contradicting expectations from the organization, non-acceptance of failure and lack of opportunities for practice. The third category of failure factors is the individual obstacles such as their lack of openness and readiness as well as the limited potential of each individual. The observation regarding the limitations we found in leadership development which is the individual's potential, desire and motivation, and their fit with organization. In terms of future trends and tendencies we discovered a possibility of an evolution of the method of delivery in leadership development through technology to complement the different practices and help accelerate development.

CHAPTER 5. INTERPRETATION OF THE RESULTS

We have arrived to the last part of this journey. This chapter will provide the opportunity to analyze and highlight the most important observations found in the study. Earlier we presented the results found, as well as the comparison with the literature review. We will now present the major observations by drawing conclusions on the most important results found in the study. These observations are not in any particular order therefore it is a random order of major conclusions following the presentation of results. We will describe the major observations regarding the evolution of the state of leadership development, as well as, the challenges, difficulties and limitations. This section is important in our study since it gave us the opportunity to make links and connections between the different themes.

Before starting this chapter we would like to remind the readers our research questions that guided this study. The goal of the study is to make an empirical contribution to the knowledge in leadership development through the exploration of the challenges, difficulties and limitations and state of leadership development (programs, practices and components).

The main research question which guided the research was:

What are the current and major challenges, difficulties and limitations in leadership development according to the interviewed experts?

In addition, there were three important sub-questions which represent the overall state of leadership development regarding the leadership development program components, practices and evaluation in general.

The first sub-question was:

What is the current state of leadership development program components according to the interviewed experts?

The second sub-question was:

What are the practices and the activities currently used in general in organizations according to the interviewed experts?

The third sub-question was:

What is the current evaluation of the effectiveness of leadership development programs and initiatives in general according to the interviewed experts?

5.1 OBSERVATIONS

OBSERVATION 1: RISING PREOCCUPATION, UNKNOWN PROGRAM RESULTS

As we mentioned previously, leadership development has been growing in demand and a rising preoccupation for organizations. Its magnitude has been increasing due to its strategic importance as we discovered: large organizations are increasingly implementing leadership development initiatives. It has been argued that it is and will be one of the major priorities for CEO's and executives in the next few years. On the other hand, as seen in the literature review, one of the greatest challenges has been measuring results and impact of leadership development (Hernez-Broome and Hughes, 2004). Simply put, do all these costly and time consuming initiatives give something at the end of the day? Is it a solely individual perception that there are tangible benefits from leadership development? The necessity for evaluation is two-fold: first, the majority of the experts in the study explained that organizations do not provide enough financial resources and do not allocate enough investment for leadership development. We believe the reason leadership development initiatives are the first to be reduced could be because there is a lack of evaluation and measurement. In turn, no one truly knows or understands the real objective value of these programs. Second, to recognize which programs and practices are effective for the change of behaviour and knowledge transfer. The evaluation will help measure the value leadership development initiatives bring to the organization. The initiatives and programs need to be evaluated, to be able to know what works and what doesn't.

In the article, "Why Leadership Development Efforts Fail" the authors explain, the major reason why leadership development fails due to the lack of measuring results (Gurdjian, Halbeisen and Lane, 2014). Furthermore, we found that there is a lack of measurement of leadership development initiatives in the organizations where they are not valued and are not seen as a long-term process. Therefore, they are not given a chance to succeed and often are cut or reduced. Evaluation involves more than the

tracking of the basic satisfaction and attainment of learning objectives. It includes the behaviour change, impact and return on investment (ROI). The behaviour change and impact could be done in a variety of ways such as mobilization and engagement surveys, career promotion and progression, and 360-degree feedback. Even if those methods are not always have a direct cause-to-effect relationships it helps establish metrics and encourage different ways of evaluating. Organizations need to make evaluation their priority to have sustainable leadership development programs. A number of experts discussed the lack of measurement and the lack of evaluation in leadership development. Training and development experts often go ahead with an initiative solely based on their personal subjective ideas without really considering their true value and impact.

"Je crois que le développement du leadership est considéré important par les hauts dirigeants et ceci amène les équipes qui gèrent les programmes à y porter une attention particulière. Par contre, je dirais qu'il n'y a pas assez de travail fait autour du retour sur investissement et des retombés. Plusieurs entreprises se laissent attirer par l'aspect innovateur ou intéressant des programmes et des formations et y investissent sans trop savoir ce que cela amènera. Il y a des exemples d'entreprises qui ont investi plusieurs millions dans un programme de développement et, un an plus tard lorsque ce fut terminé, ils ne savent pas si cela a eu un impact sur les participants et sur l'entreprise. C'est souvent de gros investissement pour de courts programmes et les gens qui y ressortent ont retenu 50% de la matière et 6 mois plus tard ils ne se souviennent que de 10%. Il y a donc un manque au niveau de l'effet à long terme". -P17-external organizational participant-

OBSERVATION 2: REFLECTION, TRANSFER OF LEARNING AND FOLLOW-UP

One of the biggest challenges and conditions for learning brought up by multiple experts in the study has been reflection during the program, transfer of learning and follow-up after the program is completed. With the pressure to go towards shorter and just in time learning, it has been a challenge for organizations to ensure the transfer of learning. There has been less follow up in some organizations where everything is being rushed so much that there is a gap between what the individuals learn and what they reflect on and apply after the program. In our literature review we found that leadership development is a long term process therefore taking time for it is of a big issue for its sustainability (Derr, Jones and Toomey, 1988; Hill *et al.*, 2014; Vloeberghs, Pepermans and Thielemans, 2005). It has been presented that providing training and practices only once or twice during a manager's career are being replaced by a series of development opportunities which are available to support the individual at different points of their career (Vicere and Fulmer, 1997).

The study discovered that time is a huge concern for leadership development experts. Most experts reported having a constant pressure from participants and executives to make programs shorter since the latter have too many concurring demands. Several experts have indicated that they perceive a difference in their current programs where participants rush through the training just to say that they did it and do not take time to reflect on their learning. Therefore the trend is worrisome because if the programs do become shorter it will be extremely difficult to ensure reflection and transfer of learning.

"Je crois malheureusement que le temps est une grande contrainte et l'intégration individuelle des apprentissages ne se fait plus. Ceci est aussi très générationnel et j'ai l'impression que cette nouvelle génération, qui est la plus scolarisée, est très impatiente quant à leur niveau d'évolution hiérarchique. Notre organisation recrute la crème de la crème et des gens de grands talents qui veulent évoluer très rapidement, mais souvent ces derniers brûlent certaines étapes. C'est la même chose au niveau de la formation où on ne se donne plus le

temps d'apprendre, alors qu'auparavant, il y a avait un meilleur suivi de la formation". -P6-internal organizational participant-

The new managers are being put into accelerated development which brings its own set of challenges. It has been explained that mandates which are too short do not give enough time for high potentials and managers to develop and progress to higher leadership positions (Barrett and Beeson, 2002; Derr, Jones and Toomey, 1988; Thompson, Kirkham and Dixon, 1985). Conger and Toegel (2003) recommended that projects need to focus on multiple learning experiences to build declarative knowledge as opposed to a one-time quick action learning experience. The capacity to overcome obstacles and challenges is crucial. It has been suggested that leadership development should be treated as a process not as an event that is isolated and singular (Silzer and Dowell, 2010; Van Velsor *et al.*, 2010). Leadership development needs to be tied with on-the-job projects and experience where individuals can have an improved learning and impact on the business. The ability to push participants to reflect on their experience is an important aspect. Organizations should try to make all the important business projects become opportunities for development for program participants.

Even though time is a limited resource, organizations will need to figure out their priorities in terms of organizational objectives. If they value and understand the importance and the impact of leadership development programs and initiatives they will have to dedicate some time and view it as a long-term process. The recommendations from our experts seem to be that in-class training could be made shorter and more efficient, followed with experiential learning, coaching and codevelopment, where the sessions could be shorter, but spread out over a longer period of time. This could help to maximize reflection and transfer of learning during leadership development programs.

OBSERVATION 3: INDIVIDUAL'S POTENTIAL, DESIRE AND FIT WITH ORGANIZATION: LIMITATION OF LEADERSHIP DEVELOPMENT

Organizations need to be aware of the limitations in leadership development since they have an impact on the success of programs and initiatives. The study found the biggest limitations to leadership development consists of the individual's potential, their personal desire for development and the fit with the organizational culture. The organization needs to be able to properly identify and measure the individual's characteristics and behaviours to assess their potential with a certain level of risk. In the literature we also found that every individual has a certain level of potential they can reach, however, it is limited. Everyone can develop a certain level of leadership, however not everyone can become a great leader in the organization (Conger, 1996; Yukl, 2013). Furthermore, one extremely important aspect is that for leadership development to work effectively and produce results the individual program participants need to have desire and motivation to work on themselves. Leadership development should be a voluntary act since it should not be forced on the individual. A number of experts explained the importance of the individual voluntarily wanting to develop themselves. Even if the organization does not offer all the development opportunities the individual will find their own way to develop. The way this works is through the sense of personal efficacy where the individual believes in their capacity to succeed therefore the individual who knows what they want and is motivated will develop the capacity to influence and succeed since they will take more initiative on their own (Bandura, 1993).

Finally, one limitation we did not find in the literature review, but which was mentioned by a number of the experts in the study is the fit between the individual and the organization. It has been argued that leadership is situational therefore an individual who succeeds in one situation will not necessarily succeed in all situations/organizations. In every organization leadership is developed based on a certain culture and environment which varies across different organization. The

individual needs to be able to evaluate the fit between their personality and values with the culture of the organization for the program to benefit him/her.

"Une des limites importantes dans le développement du leadership est le fit entre la personnalité, le désir d'un individu et la culture d'une organisation. Il y a un cadenas et une clé qui correspondent à la volonté et au fit. Sinon ceci sera laborieux et le développement ne fonctionnera pas, peu importe la qualité du programme". -P8-internal organizational participant-

OBSERVATION 4: PERPLEXING TECHNOLOGY: OPPORTUNITY FOR DEVELOPMENT?

We discussed technology as one of the facilitating conditions for leadership development in the challenges, difficulties and limitations section. We found that technology can be used to help facilitate leadership development. Van Velsor et al. (2010) recommended that technology should be used as a complement, not a supplement in leadership development. Also, it was found that while technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together for the learning experience. Development is a relational process therefore it requires interaction between individuals (Yukl, 2013). To maximize effectiveness of leadership development to have a blended solutions approach to integrate in-class training with experiential learning such as on-the-job learning, action learning, developmental process of coaching or mentoring with technology based tools as support (Gurdjian, Halbeisen and Lane, 2014). The study found that e-learning is one of the least used practices in leadership development. A number of experts didn't seem to believe in e-learning since they have negative experience with it in their programs. They suggested it was not a good method of teaching in leadership development because of the lack of the social component. However, some experts do see big potential and opportunity specifically in terms of emerging technologies. They explain that it could be a good complement for leadership development since technology can help accelerate learning and experience by virtually delivering content and possibly saving time overall. In the

future, the question regarding technology in leadership development will rise in importance.

"I do see that there are far better opportunities in emerging technologies where you can have learning without people being physically present in a classroom. I think there's learning through gaming that can come into play in real life situations that stimulate people in a different way. In a virtual world, I don't have to go out and do 10 years of that new job to get the experience because you can do it virtually by pushing people into certain situations. There are multiple outcomes which can change based on how you react. I can already see this happening so I think it is not far from being implemented right". -P11-internal organizational participant-

OBSERVATION 5: DIFFICULTY IN THE COMPLEXITY OF GLOBALIZATION

Organizations are now competing on a global scale. One of the difficulties we found in the study is the complexity of globalization on leadership development. The difficulty comes from having a global program across different levels of the organization and in different locations. Organizations need managers to understand the international environment and demand to know how to lead their teams. For their leadership development programs, there needs to be some sort of standardization, yet with a differentiation based on regional differences. This means that leadership development programs must now integrate an international perspective into their curriculum to develop global leadership. The capacity of the organization needs to increase to support these global initiatives.

Terrell and Rosenbusch (2013) drew four major conclusions upon reviewing the global leadership literature. First, they found that global leaders develop through hands on cross-cultural and global leadership experience therefore they need to be submerged into the culture and experience to develop themselves. Second, they learn the importance and value of cultural sensitivity, relationships and desire to learn as a result of their developmental experiences. This means interacting with the local employees/managers and working on different projects with them. Third, a global leader has a unique set of

global leadership competencies to perform effectively. This includes cultural awareness and sensitivity, global perspective, learning from experience, developing and maintaining relationships, communication and knowledge and skills. Finally, they develop and learn intuitively through personalized learning practices.

OBSERVATION 6: OPPORTUNITY FOR DEVELOPMENT IN EXPERIENTIAL LEARNING

Learning is quite limited when organizations only use in-class training to develop their managers. We have found in-class training does not maximize learning because individuals need to practice and experience things to understand them. As we have seen throughout the study and particularly in the presentation of results there is a big opportunity and potential for development in experiential learning. It was concluded that traditional classroom training in most formal leadership development programs is only partially effective. The problem is that by the end of the program individuals would slip back into their routine and tend to forget what they were taught in the classroom, therefore the learning retention rate was very low. In addition, not surprisingly there was a very little transfer of learning happening. This is the why many organizations have turned to on-the-job learning also called job assignments, which can be defined as a continuous process of learning and reflection. McCall, Lombardo and Morrison (1990) identified that it was specifically lessons of experience that were the best sources for development. In-class training is currently the most used practice in leadership development; however experts in the area are integrating more and more other practices with experiential learning.

Most importantly even though the community of experts we surveyed recognize the value of experiential learning, it has not reached its potential. One of the external organizational participants explained that there is a link between the sense of personal efficacy and performance and perseverance which comes from experimentation and developmental relationships. There is a big opportunity for organizations to properly

set up their leadership development practices with a focus on experiential learning with supportive developmental relationship practices to promote reflection.

"Selon moi, le sentiment d'efficacité personnelle est très fort et cela permet une plus grande performance. Donc, les gens qui augmentent leur sentiment d'efficacité personnelle augmentent aussi leur performance et leur persévérance quand ils font face à des difficultés. Alors, ce qui vient créer ce sentiment d'efficacité personnelle est l'expérimentation soit d'être sur le terrain, mais en ayant le support du coaching, du codéveloppement ou du mentorat".-P7-external organizational participant-

OBSERVATION 7: CEO AND TOP MANAGEMENT'S UNCONDITIONAL ENGAGEMENT AS KEY CORNER STONES

One of the facilitating conditions and a success factor we found in the literature review in leadership development, which is also a challenge, is the CEO and top management's unconditional engagement. This was confirmed as a condition and a challenge in the study as well. It is very difficult if not impossible to have long-term initiatives without the support and engagement of the CEO and top management in the organization. We found that the biggest challenge and limitation for organizations is the availability of resources (financial, human, time) which comes with the board of director's and CEO's engagement therefore they are related. The participants of the study explained engagement means involvement, role modeling and a budget perspective where they are really involved and they believe in leadership development. Sometimes top management only provides the budget, but no support or vice versa which is a challenge for the leadership development experts. In addition, the challenge is that what the board and senior management promises and does is not always coherent. In the literature review, Bass and Bass (2008) explained that leadership development should be supported by top management and CEO throughout the success of its efforts. Furthermore, their full and committed engagement enables a better alignment of the program towards the recognition of organizational objectives where they provide credibility to the program. The implication and engagement stimulate the managers and employees to participate

and value the program. In the future, the whole question regarding the involvement of top management in leadership development will be an important one particularly to encourage leadership development initiatives and support learning in organizations. It will be a challenge and a big success factor to get leaders involved and engaged in development practices for the future leaders.

OBSERVATION 8: THE PARADOX OF THE DISAPPEARING BOSS

One of the important challenges and conditions for learning to succeed with the leadership development program and initiatives is the implication of the direct supervisors in the process. We often talk about having an infrastructure in place to support the learning of the participants which consists of having the opportunities in place. However, another important aspect is the implication of the immediate supervisors in the leadership development of the employee. Direct supervisors do not always realize their importance and role in the development of their employees. They often tend to believe it is the responsibility of HR in the organization. Experts explained that supervisors are busy and are not always involved in their subordinates' leadership development process. It is not always clear to everyone that leadership development is one of the priorities; some managers continuously put effort elsewhere.

"L'un des plus grands enjeux est l'implication des patrons. Faire partie d'un programme de développement du leadership avec un patron qui t'accompagne et te donne des projets afin de te pratiquer aide grandement dans le transfert des apprentissages. Toutefois, ceci est un enjeu car les hauts dirigeants n'ont pas toujours le temps de s'investir et ce n'est pas toujours dans leur priorité".-P9-internal organizational participant-

In the literature review, we found that the direct supervisor is found to be a good facilitator for supporting development (Groves, 2007, Hillman, Schwandt and Bartz, 1990). In addition, Conger (2014) found that one of the fault lines of leadership development is the paradox of the disappearing boss. More and more direct supervisors are shifting to the background where they diminish their input in development due to the rise of various practices and self-directed teams; however they have an extremely integral role to play and need to be present in leadership development of their

subordinates. In our study, experts in leadership development argued that they have a tough time making the direct supervisors take conscience of their role to play in leadership development. They need to track the subordinate's development progress, give feedback and provide coaching, but instead they tend to shift into the background becoming the paradox of the disappearing boss.

OBSERVATION 9: UNSUSPECTED CHALLENGE: FINDING OPPORTUNITIES FOR DEVELOPMENT

Finding opportunities for development was a challenge discovered in the study, but was not apparent in the literature review. A number of experts brought their concern about ensuring to have a variety of opportunities to properly develop individuals and having the right methods of development in place. There is always a level of risk where not everyone will develop as planned. Throughout the study we learned that not all the organizations are advanced in leadership development. In fact, many are currently going through a transition where they are just starting to plan and implement leadership development initiatives. Other organizations are much more advanced when it comes to leadership development programs, however both argued that they have a challenge finding opportunities to develop the program participants in action or on-the-job. Some do not always have the opportunity to move the individual into a different role because they have a flat and lean structure with a limited number of opportunities for movement. Also, our participants argue that they do not always have strategic projects which they can tie in with the leadership development program to integrate it into action learning for participants.

"Un grand enjeu pour notre organisation est de trouver des bonnes opportunités pour développer les individus et de s'assurer que le tout soit expérientiel et bien soutenu. Nous avons une structure organisationnelle très aplatie alors il n'y a pas tant d'opportunités de faire bouger les individus à l'interne. Il faut malgré tout trouver des façons créatives pour les programmes de développement". -P10-internal organizational participant-

Also, it is also a challenge not only finding the right opportunities, but sustaining them over time and staying relevant in the evolution of leadership development. This means

being agile and having flexible programs and practices. The flexibility of the programs and initiatives is important because during times of transformation and change organizations need to be quick in responding to change. Also, an important aspect which was not that present in the study, but that is worth noting is all about who the trainers and training staff consists of in leadership development. What kind of background and teaching will they have to provide for individuals to effectively learn and integrate leadership development.

OBSERVATION 10: UNSUSPECTED DIFFICULTY: DEVELOPMENT AS AN INDIVIDUAL RESPONSIBILITY

Our research highlighted another difficulty which was barely touched upon in the literature review. The importance seemed marginal and we decided not to include it in our list of challenges and difficulties. The role and responsibility of the individual in the leadership development makes a second unsuspected difficulty. According to a number of experts in the study, many participants in programs are not conscious of their responsibility in managing their development. Some expect and prefer to be taken in charge and told what to do to have a specific plan and alignment. A number of participants mentioned that specifically after the program ends some stop developing and wait for HR to provide them with a follow-up instead of being the driver of the development themselves.

"Une grande difficulté que les entreprises font face est lors de la fin du programme un an plus tard, plusieurs participants s'attendent à quelque chose de la part des RH. Ils n'ont pas compris que le développement est de leur responsabilité et qu'ils sont conducteurs dans leur développement. Souvent, une fois le programme est terminé, les participants ne font pas preuve d'initiatives et leur développement stagne". -P14-internal organizational participant-

The participants explained that it is individual who has to be the driver of his/her development while the organization is there to facilitate and support the development by offering appropriate programs and practices. The organization provides the tools and the individual is the one deciding to use them or not. This is important because

organizations are leaving it to the individual to be responsible for their leadership development. The idea behind this is that the individual is in a better place to evaluate and decide what and how they would like to develop and the organization is there as support to provide the opportunities. The difficulty for leadership development experts is to make the individuals take conscience of their own development. This has an impact on their professional development and career.

ABSENT CHALLENGES AND DIFFICULTIES

There were two missing challenges and difficulties which we believed to be important, but did not find in the study. The first one is the failure to build critical mass (challenge 5 in the literature review). In the literature review, Silzer and Dowell (2010) argued that often after a leadership development program is finished participants return to discover that their learning is not applied nor valued in the workplace. It was explained in the literature that programs were targeting only a small number of individual participants and without sufficient social support and reinforcement by those who would not participate or support the new learning of the others. Eventually the program participants would forget their new learnings.

In the study, a few participants did mention that this has happened to them in the past where the focus used to be on first level supervisors and executives, however later they realized the importance of developing managers at all levels and now they have programs addressed to various segments of managers. Organizations have large cohorts of participants at multiple levels therefore they are building critical mass in leadership. Those who are in leadership development today realize the need to include all levels of managers and some employees in their leadership development to maximize their leadership capability.

The second missing challenge is the overwhelming and irrelevant competencies (challenge 6 in the literature review). Most programs are built around competency models which are often found to be complicated and built around past realities (Silzer and Dowell, 2010; Conger and Ready, 2004). We discovered that a number of programs

were told to be built around multiple competencies which make the participants lose track of which competencies are important for them to learn. In addition, it was found that a number of programs are based on an ideal leadership, the best-in-class universal leader capable of adapting to all situations.

We did not perceive overwhelming and irrelevant competencies to be a challenge in our research, since the participants explained that their programs are built on competencies which address their organizational needs rather than basing themselves on a "general"/"ideal" leadership model. In addition, the competencies participants mentioned were all fairly straightforward and based on current and future realities of the organizations. The important themes and competencies are reflected in the content of leadership development programs; however they are constantly updated to make sure they reflect the needs and the objectives of the organization. Since organizations are looking to have their cultural differentiation to set them apart from their competition, they tend to also do this through their leadership development programs where they take it their own through the competency model and program. Overwhelming and irrelevant competencies are not an important challenge we found in the study.

Here is a reminder of all the observations we have just went through in the interpretation of results chapter:

Observations: Quick overview

- Observation 1: **Rising preoccupation, unknown program results**
- Observation 2: **Reflection, transfer of learning and follow-up**
- Observation 3: **Individual's potential, desire and fit with organization: Limit of leadership development**
- Observation 4: **Perplexing technology: opportunity for development?**
- Observation 5: **Difficulty in the complexity of globalization**
- Observation 6: **Opportunity of development in experiential learning**
- Observation 7: **CEO and top management's unconditional engagement as key corner stones**
- Observation 8: **The paradox of the disappearing boss**
- Observation 9: **Unsuspected challenge: Finding opportunities for development**
- Observation 10: **Unsuspected difficulty: Development as an individual responsibility**
- Absent challenges and difficulties: **Failure to build critical mass and overwhelming and irrelevant competencies**

5.2 Conclusion

To conclude, the study shows the state of leadership development is going through a transition period. We are optimistic about the future of it. The research discovered that while for some organizations leadership development is a fairly common practice, others are just beginning to implement initiatives in their organizations. The results of the research bring out the preoccupation and the strategic importance of the practice of leadership development in organizations.

Some significant changes are beginning to take place in the leadership arena with the prospect to continue in future. The old hierarchical management approach tends to give up to the new leadership model where managers work together in a collaborative manner to prosper, manage change and build trust. There is a noticeable interest to include more layers of individuals in the organization and spread the leadership development across levels to create productive partnerships. There is an intensification of leadership development with a push towards the acceleration of the development of the individuals who can offer their unique knowledge and talents. Some organizations realize that technology comes in hand during the times of the economic survival and therefore encourage self-development in this area through leadership development programs.

Organizations will have a few major hurdles to overcome in leadership development including managing the: uncertainty of the program results; reflection and transfer of learning; complexity of global economic, technological and social change; assisting individuals to take responsibility for their development. Responding to challenges, difficulties and limitations outlined in the study will be important to effectively manage leadership development initiatives. The challenge between understanding leadership development and implementing effective initiatives will be greater than ever before. Organizations will have to prioritize the investment and time in leadership development for the benefit of their own survival and success.

CHAPTER 6. CONCLUSION

We have arrived at the conclusion of the thesis which had two objectives, understanding the recent evolution of the state of leadership development, as well as discovering the major challenges, difficulties and limitations in leadership development. To understand the state of leadership development we included the programs and components, the practices and the evaluation of the effectiveness in leadership development initiatives. To address these goals and answer the research questions we prepared an interview guide for the participants. The analysis was completed with the different interviews and the comparison we made with the conclusions drawn from the literature review have enabled us to draw some interesting observations. In this last and final chapter, we will present the overview of the contribution and practical implications, the limitations of the study and the future possibilities of research.

6.1 Contribution and practical implications

It is important to discuss the advantages and practical implications of the study. First and foremost, the study will allow organizations to compare their leadership development programs and components with those found in this research. This assessment will help bring light to areas of improvement. In addition, this study helps update and actualize the knowledge in the area of the evolution of the state of leadership development in organizations in Quebec. This is a contribution since most studies which exist date back to over 15 years ago and are mostly American. Also, our study is different in that we did a qualitative in depth study of the perspective adopted by 17 individuals who are experts in leadership development. The results will help organizations to assess and improve their offer of leadership development. Also organizations will be more aware and ready to face the different challenges, difficulties and limitations in their leadership development programs.

6.2 Limitations of the study

Despite the relevance and interest of the results of the study, there are a few limitations which are important to be highlighted for the reader. First, one of the limitations is the limited possibility for generalization. By using a qualitative approach we wanted to have a better understanding of the dynamics around leadership development. This method gave us the occasion to identify the different and important elements around leadership development. However, even though our sample is fairly diverse, our results are limited in terms of generalization because we had a limited sample size of participants. The number of organizations surveyed was fairly small and did not necessarily cover the diversity of opinions in this area.

As previously mentioned in the methodology chapter, even though qualitative research is well suited for the research objectives, it has a weakness in the subjectivity of the interpretation of the results compared with the quantitative approach using a questionnaire. In terms of the interpretation, qualitative research is always more subjective in comparison with quantitative research where the data is composed of numbers.

Another limitation is that the theoretical base of leadership development is very limited therefore most of the theories come from the learning and adult education (andragogy) such as the learning from experience model, action learning model and social learning model. However, since our study had an exploratory and a descriptive outlook we mostly relied on empirical literature composed of surveys and questionnaires.

Our external perspective is limited in that we did not interview universities which would complete the external offer of programs in leadership development, in addition to consulting firms and organizations we included. Our research is limited to a two angle perspective from the internal experts (those in charge of the leadership development programs) and the consultants/researchers providing the offer of leadership development

to program participants. We did not include a full external perspective comprising the universities and the program participants' perspective.

6.3 Future possibilities of research

There are many options available for future research in this area. First, since our research was focused on the perspective and experience of the experts and those responsible for the leadership development programs, another possibility for future research would be to inquire into the participant's perspective. This could be done to understand the participant's perspective on their experience and what they perceive as positive or negative as well as their recommendations for the programs. A possible research question could be: "What is the experience of the participant's at various levels in leadership development programs?"

Another possibility is to continue on the same research path, but to have a bigger sample and do a survey on the current practices and programs in leadership development in organizations in Quebec and in Canada. This will increase the external validity and possibility for generalization of the results of the study. This way different industries and sizes of organizations could be compared in terms of their practice of leadership development. Since our focus was solely on large organizations and some small external suppliers of leadership development, including a bigger number of organizations would help to provide a more global perspective of the situation of leadership development.

An option for a future study could be to select a few specific well designed, complete and advanced leadership development programs and compare them based on a number of criteria. These programs could be explored in depth and a triangulation could be done by interviewing the program participants, the trainers, as well as the top management regarding their opinion and the value of the programs. This would help provide a better perspective and give more detailed information about the way leadership development programs are currently implemented as well as some recommendations as to what works and what does not work in this area.

Finally, the third option is to focus more on external suppliers of leadership development programs therefore the supply side of the offer of leadership development. We included a number of small external suppliers; however this could be taken further by having various categories of suppliers from smaller to larger consulting firms, universities and institutes that offer leadership development programs for managers and employees. The research questions could be as follows: "What is the place of the consulting firms in leadership development programs?" "As well as, what is the place of universities in leadership development programs offered?"

There is a lot left to discover in the area of leadership development. The possibilities for further research are broad. We hope that the reader appreciates this attempt to give an update of the state of leadership development as well as the current challenges, difficulties and limitations, and its future trends and influences.

APPENDIXES:

APPENDIX 1: INTERVIEW GUIDE

PRÉAMBULE

Plus spécifiquement, mon étude porte sur l'état des lieux du développement du leadership, ainsi que les enjeux, les difficultés et les limites. Nous voulons comprendre l'évolution de la pratique du développement du leadership et à travers les expériences des experts en développement du leadership. Nous voulons aborder les thèmes des composantes importantes des programmes, des pratiques ainsi que l'évaluation des programmes.

Je cherche à comprendre:

- Quels sont les enjeux, les difficultés et les limites en développement du leadership?
- Quel est l'état des lieux du développement du leadership de la perspective d'une communauté d'experts?
- Quels sont les programmes et les pratiques actuellement utilisés en général dans les entreprises selon les experts interviewés?
- Quel est l'évaluation de l'efficacité du développement du leadership en général dans les entreprises selon les experts interviewés?

PROFIL DES RÉPONDANTS

Votre rôle : Titre, fonction, entreprise, domaine d'activité, ancienneté dans le domaine et dans le poste, implication et dossiers, engagement auprès de la communauté en développement du leadership.

COMPOSANTES DES PROGRAMMES

Définition et compréhension du leadership :

Selon votre expérience et à titre d'expert en développement du leadership, comment concevez-vous le leadership? Si possible nous donner votre définition.

L'ampleur : ressources dévolues au développement du leadership

Selon vous, quelle est l'ampleur du développement du leadership présentement?

L'ampleur du développement du leadership a-t-elle évolué au cours des dernières années (3 à 5 ans)?

Est-ce que l'entreprise a investi plus ou moins dans le développement des cadres au cours des 3 à 5 dernières années? Est-ce que le dossier du développement des cadres a occupé une place de plus en plus importante dans les 3 à 5 dernières années?

Fournisseurs :

Comment a évolué l'utilisation des fournisseurs dans le domaine du développement du leadership? Quelle est la proportion de l'utilisation des fournisseurs internes par rapport à l'utilisation des fournisseurs externes? Quelles raisons justifient ces choix?

L'approche du développement du leadership:

De quelle façon est-ce que l'approche du développement du leadership a-t-elle évolué ou changé au cours des années? Décrivez l'approche avant et maintenant si possible.

La durée du ou des programmes mis en place :

Au cours des dernières années (3 à 5 ans) comment a évolué la durée du développement du leadership dans votre organisation en termes de durée? Est-ce que c'est devenu plus long ou plus court qu'avant? Combien de temps dure le programme en moyenne?

Les objectifs poursuivis :

Au cours des dernières années (3 à 5 ans), comment les objectifs poursuivis du développement du leadership ont-ils évolué dans votre organisation? Quels sont les objectifs aujourd'hui?

Le contenu :

Comment a évolué le contenu des cours et les compétences que vous cherchez à développer en matière de développement du leadership au cours des trois à cinq dernières années? Quel est le contenu et les compétences que vous cherchez à développer aujourd'hui dans vos initiatives ou programmes de développement du leadership?

La cible :

Comment est-ce que la cible (la segmentation) par niveaux de gestionnaires a évolué au cours des dernières années? Quels sont ces différences?

PRATIQUES DE DÉVELOPPEMENT DU LEADERSHIP

Comment ont évolué les pratiques utilisées en développement du leadership au cours des années (3 à 5 ans)? Comment appliquez-vous ces pratiques? Selon votre expérience, pouvez-vous décrire les pratiques (activités) de développement du leadership les plus utilisées aujourd'hui? Pourquoi ces pratiques? Utilisez-vous des approches autres que celles que vous venez de mentionner?

- Formation –interne ou externe
- Rotation des postes
- Apprentissage par action
- Coaching et mentorat
- Assignations spéciales
- Feedback 360
- Codéveloppement

ENJEUX ET DIFFICULTÉS DU DÉVELOPPEMENT DU LEADERSHIP

Selon votre expérience, quels sont les enjeux, les difficultés et les limites face au développement du leadership et dans les programmes de leadership? Comment les entreprises et les participants du programme peuvent-ils gérer cela?

ÉVALUATION DE L'EFFICACITÉ DU DÉVELOPPEMENT DU LEADERSHIP

Selon vous, est-ce que la majorité des initiatives sont-elles évaluées? Si oui, comment et à quelle fréquence d'après votre expérience?

En général, comment évaluez-vous globalement les initiatives du développement du leadership ainsi que les pratiques de développement du leadership?

Selon vous, quels sont les facteurs de succès d'un programme ainsi que les facteurs d'échec d'un programme?

Selon vous, quels sont les avantages du développement du leadership dans le succès et la performance des entreprises? Quels sont les bénéfices pour l'individu, le groupe et l'organisation?

FUTUR

En général, comment voyez-vous l'évolution du développement du leadership dans le futur proche (prochaines années)?

Selon vous, quelles seront les prochaines tendances en développement du leadership (selon l'ampleur, les fournisseurs, le contenu, les compétences, la durée, la formalisation, les objectifs et la cible)?

Y a-t-il d'autres aspects que vous aimeriez couvrir et que nous n'avons pas discutés? Avez-vous d'autres commentaires à ajouter?

APPENDIX 2: CONSENT FORM FOR AN INTERVIEW IN AN ORGANIZATION

FORMULAIRE A

FORMULAIRE DE CONSENTEMENT À UNE ENTREVUE EN ORGANISATION

1. Renseignements sur le projet de recherche

Vous avez été approché(e) pour participer au projet de recherche suivant :

**Évolution de la pratique du développement du leadership: avis de la communauté
d'experts.**

Ce projet est réalisé par :

Étudiante à la maîtrise à HEC Montréal :

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Résumé: Notre projet de recherche a pour objectif de comprendre l'évolution du développement du leadership. Notre but principal consiste à comprendre : Comment a évolué récemment la pratique du développement du leadership à travers la perspective de la communauté d'experts? Nous voulons comprendre l'évolution de la pratique du développement du leadership et à travers les expériences des experts en développement du leadership. Nous voulons aborder les thèmes des enjeux, des difficultés et des limites, des programmes, des pratiques et du contenu important du développement de leadership et l'efficacité du développement du leadership.

2. Aspect d'éthique de la recherche

Votre participation à ce projet de recherche doit être totalement volontaire. Vous pouvez refuser de répondre à l'une ou l'autre des questions. Il est aussi entendu que vous pouvez demander de mettre un terme à la rencontre, ce qui interdira au chercheur d'utiliser l'information recueillie. Le comité d'éthique de la recherche de HEC Montréal a statué que la collecte de données liée à la présente étude satisfait aux normes éthiques en recherche auprès des êtres humains. Pour toute question en matière d'éthique, vous pouvez communiquer avec le secrétariat de ce comité au (514) 340-6051 ou par courriel à cer@hec.ca. N'hésitez pas à poser au chercheur toutes les questions que vous jugerez pertinentes.

3. Confidentialité des renseignements personnels obtenus

Vous devez vous sentir libre de répondre franchement aux questions qui vous seront posées. Le chercheur, de même que tous les autres membres de l'équipe de recherche, le cas échéant, s'engagent à protéger les renseignements personnels obtenus en assurant la protection et la sécurité des données recueillies, en conservant tout enregistrement dans un lieu sécuritaire, en ne discutant des renseignements confidentiels qu'avec les membres de l'équipe de recherche et en n'utilisant pas les données qu'un participant aura explicitement demandé d'exclure de la recherche.

De plus les chercheurs s'engagent à ne pas utiliser les données recueillies dans le cadre de ce projet à d'autres fins que celles prévues, à moins qu'elles ne soient approuvées par le Comité d'éthique de la recherche de HEC Montréal. **Notez que votre approbation à participer à ce projet de recherche équivaut à votre approbation pour l'utilisation de ces données pour des projets futurs qui devront toutefois être approuvés par le Comité d'éthique de recherche de HEC Montréal.**

Toutes les personnes pouvant avoir accès au contenu de votre entrevue de même que la personne responsable d'effectuer la transcription de l'entrevue, ont signé un engagement de confidentialité.

4. Protection des renseignements personnels lors de la publication des résultats

Les renseignements que vous avez confiés seront utilisés pour la préparation d'un document qui sera rendu public. Les informations brutes resteront confidentielles, mais le chercheur utilisera ces informations pour son projet de publication. Il vous appartient de nous indiquer le niveau de protection que vous souhaitez conserver lors de la publication des résultats de recherche.

Si vous cochez cette case, les chercheurs pourront reprendre certains de vos propos en citant votre fonction et se référant à votre fonction pour l'ensemble des documents ou articles de recherche produits à la suite de cette étude.

Option 1 :

☐ **J'accepte que ma fonction (uniquement) apparaisse lors de la diffusion des résultats de la recherche.**

Option 2 :

☐ **Je ne veux pas que ma fonction apparaisse lors de la diffusion des résultats de la recherche.**

Si vous cochez cette case, aucune information relative à votre nom ou à votre fonction ne sera divulguée lors de la diffusion des résultats de la recherche. Même si le nom de votre entreprise ne sera pas cité, il est possible qu'une personne puisse effectuer des recoupements et ainsi obtienne votre nom. Par conséquent, vous ne pouvez pas compter sur la protection absolue de votre anonymat.

Consentement à la prise de notes pendant l'entrevue :

☐ **J'accepte que le chercheur procède à la prise de notes pendant l'entrevue.**

Consentement à l'enregistrement audio de l'entrevue :

☐ **J'accepte que le chercheur procède à l'enregistrement audio de cette entrevue.**

Vous pouvez indiquer votre consentement par signature, par courriel ou verbalement avant l'entrevue.

Le comité éthique de la recherche de HEC Montréal a statué que la collecte de données liées à la présente étude satisfait aux normes éthiques en recherche auprès des êtres humains.

SIGNATURE DU PARTICIPANT À L'ENTREVUE :

Prénom et nom :

Signature : _____ Date(jj/mm/aaaa) : _____

SIGNATURE DU CHERCHEUR :

Prénom et nom :

Signature : _____ Date (jj/mm/aaaa) : _____

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