

WHITE PAPER

Executive Integration

Equipping Transitioning Leaders for Success

By: Douglas Riddle





Contents

Executive Integration	1
Elements of a Focused Leader Integration Program	4
Focus Learning and Action on Critical Success Factors	6
The Role of Coaching in Executive Integration	11
Practical Steps for Leader Integration Coaching	13
Example Activities Supporting the Success Factors	14
Conclusion	19
References	20
About the Author	21

Executive Integration

The Territory: Integration is about learning

The statistics about failure or inadequate success experienced by executives in new leadership positions are well known by now. Estimates of outright failure in the first 18 months range from 38% to over half, and many more executives fail to be as successful as was predicted in the hiring or promotion phase. In most cases, these are leaders who have demonstrated prior success and who have shown high intelligence, appropriate initiative, and considerable business savvy. Why does this happen?

It happens because leaders in changed environments (whether due to promotion, new hiring, merger, or restructuring) don't adequately assess the needs of the changed situation. Unfortunately, the actions they take are well-designed to solve the problems they don't face. When executives try to repeat or rehearse what worked before, they fail to see the critical variations that demand new solutions. Fundamentally, leaders in new situations don't apply good learning practices; consequently, they fail to learn and they act to fail. Effective programs of executive integration focus resources on accelerating the learning of leaders in situations of change, whether the new challenge is seen as a start-up, turnaround, realignment, or an opportunity to sustain existing success.¹

When leaders in a new situation don't build the right kind of foundation early in their incumbency, they may never get the right traction. The consequences are sad because they represent a serious waste of

talent—executives who never fulfill their early promise, who get distracted from their charter to lead, and some who derail or fail. Fortunately, many executives have the guidance of wise counsel and the support of sophisticated organizations. Many others muddle through to success because they will not give up. However, organizations can increase the number of leaders who become powerfully effective, who find their work environment stimulating and creative, and who can elicit the best from their organizations by equipping them with resources and programs that maximize their integration.

The right resources will give executives clear measures of success, tools to improve their learning agility, and guidance on the factors that will build a foundation of success. This model provides information you can use to design a successful transition process.

These processes and results are captured in a CCL model of executive integration. It builds on the Center's recognition that leadership is responsible for creating direction, gaining alignment, and inspiring commitment. These results cannot be achieved in the absence of the development of credibility. In what follows, the critical tasks and processes needed to equip executives for rapid movement into high performance will be explored based on the model presented here. This model assumes the involvement of a competent transitions coach to assist the leader in shaping an integration process tailored to the individual leader and the needs of the organization.





Results

The outer circle indicates the results of an effective executive integration program. By building the right foundation, the executive develops **credibility** and is able to **set direction, gain alignment, and inspire commitment**. These are the fundamental activities of leadership.



Systematic Learning/Acting Practices

Systematic approaches accelerate the learning and application to action. These are the processes to be applied to the success factors: **Learn the Situation, Diagnose the Opportunities, Plan to Succeed, Engage Others, Implement Plans, and Reassess**. The leader is able to gain trust because she or he demonstrates rapid learning and implementation in the new position using a systematic approach to learning and acting. Rather than trying to repeat what worked elsewhere, the leader demonstrates an understanding of the total dynamics that can support or hinder success in accomplishing needed changes.



Success Factors

The effective executive applies smart learning/action practices to each of these success factors: **Jobs and Organization** (Scope and Role), **People** (Relationships and Politics), **Culture** (Unwritten Rules), **Expectations** (Clarified and Negotiated), and **Unique Contribution**. These are the critical success factors that an executive must master to become effective in the changed context. Overly simplistic approaches that don't focus the leader's attention on critical factors will yield short-lived success or spawn opposition from others.



Elements of a Focused Leader Integration Program

There are two essential parts for creating early effectiveness in a transition. The first is a systematic process for learning and acting. Otherwise a leader may become captive to first impressions, past success, or the limiting viewpoints of special interests in the organization. The second is a systematic focus on critical success factors. The right focus ensures the leader is equipped with essential knowledge, relationships, agreements, influence, and power to accomplish the goals central to the organization's mission and purpose.

Mastering Transitions: Systematic Learning/Acting Practices

What are the processes that any leader uses to accomplish the objectives of his or her leadership? They involve a repeated sequence of learning, making meaning, developing plans, engaging others, implementing the plans and persistently reassessing the results. How these steps are used in the development of an executive is suggested in the following chart.

Action	Steps	Result
Learn	Systematically locate and record all the pertinent information that can affect success in the new role. Comprehensive assessment may include interviews, observation, and business records.	Accurate complete assessment builds credibility and reduces the danger of being held captive by an overly narrow view of the challenges and opportunities.
Diagnose	Distinguish the important data from the merely noisy or demanding. Use reliable models to make sense of the information and ensure plans are not just reactive.	Gain support for one's analysis by incorporating the full range of data and connecting it to common models of organizational effectiveness. Create a story that makes sense to others about what must be done to achieve organizational goals.
Plan	Gaining support from all stakeholders, including manager, peers, and team members, plan for effective action based on realistic assessment of available resources, objectives of importance to the business and constraints imposed by politics, existing culture, and capability.	Plans based on the right assessment and credible models of organization effectiveness can gain alignment from a wide range of stakeholders, increasing the probability of success.
Engage	Effective planning involves others for testing ideas, incorporating suggestions, and inspiring engagement. Executives involve the right people at all levels in achieving their objectives.	Alignment around a common vision is critical to success in leadership roles. Attention to the steps necessary to engage one's manager, peers, and team members will build credibility and create group ownership of the wins.
Implement	Seek early wins that involve other willing team members and colleagues. Persist in application and follow-up with delegates, developing working accountability structures, and continuing to build relationships essential to accomplishing plans.	Commitment is increased when people can join successful operations. Credibility and trust grow when actions demonstrate that the diagnosis and plans have led to useful outcomes.
Reassess	Systematic execution of learning/action process helps avoid reactive choices. What worked and what didn't? What additional data would have improved the diagnosis or suggested better solutions? Who else should have been involved?	These steps are ongoing practices that take seriously the acceleration of change and the fluid nature of the environments in which we operate. The application of lessons learned can create momentum that increases the probability of successful outcomes. Institutionalizing flexible processes is the most dependable way to ensure continued success in environments of rapid change.

Focus Learning and Action on Critical Success Factors

What follows is a description and outline of the tools critical to executive integration. Michael Watkins speaks of three pillars that are the three “imperatives” companies must address in onboarding new leadership: politics, culture, and expectations.² Our model incorporates the three “pillars.” It also includes the practical focus on the scope of authority and responsibility that comes with the new position and the unique contribution that a leader makes when authentically engaged. This last element is the unique stamp successful executives always place on their leadership: the combination of personality and talent that can come from no one else.

The five success factors discussed below in detail demand a significant portion of the attention and energy of a leader in a new position. If they are ignored or only half-heartedly developed, the leader attempts change without the right tools. It would be no different from trying to change a tire with one’s bare hands; you’re likely to hurt yourself and have no effect on the car.

Success Factor One Job Scope and Organizational Roles

The mental move to a new job begins with an understanding of the scope of responsibility and authority of the new position. This is part of mapping the landscape of the circumstances in which a leader must function. It goes beyond the job description to include the identification of what is needed to achieve business results and instigate organizational change. It includes information about the roles the leader is expected or permitted to play in the organization along with the comprehensive knowledge of the company and its business (products and services, core values, executive organization, business priorities, standards of conduct, financials, etc.).

Learning these elements provides the first set of data that allows diagnosis of the business unit needs and the creation of the preliminary targets for business advancement. The executive is able to take the information provided by the manager and human resources leader to sketch a vision for change and identify the changes that will be needed in the first wave of implementation. The potential danger is that the leader will attempt to make the changes without attending to the other success factors in this model. The business information and structure, including the team one inherits, are a kind of framework to shape further conversations. Like an empty house, it is tempting to imagine all that one can do with it, but until the people are taken into consideration and the constraints of floor space and placement of fixtures are addressed, it cannot be turned into a real livable space.

Success Factor Two

Relationship Network (People and Politics)

Establishing the right kind of relationships with the right people sets an executive on track for success. Good relationships build the social capital of the leader which is the basis for everything he or she accomplishes. Building a strong and effective network is the most important first step in avoiding the land mines associated with bad politics. Relationships are the primary lever through which executives accomplish their work. A new division manager felt that it was important he establish his authority right from the beginning and began issuing memos and making pronouncements in group meetings. He was saved from irrelevance when his administrative assistant, a 20-year veteran of the company, cornered him in his office and told him who had the power to make or break his plans. She set up meetings that paved the way for alliances to create the changes that were needed.

Assessing the politics begins with getting good guidance about who can affect the executive's success. The manager and human resources leader can provide that guidance and every new interview contributes to the creation of a robust network. Administrative staff are often the keenest observers of the politics in the company and know who is listened to, respected, or ignored. An executive should always ask, "Who else do I need to know to be effective here?" Interviews should be arranged with all potential stakeholders including managers, peers, and team members. Questions to be raised in those conversations include what the leader and the person interviewed owe each other, what resources they can contribute to each other, and how they will communicate. An executive transition coach can be extraordinarily helpful in preparing for the interviews and guiding the leader into an exploration of the lessons learned, as well as helping plan how to develop, strengthen, and sustain healthy relationships.



Success Factor Three

House Rules (Culture)

Economics was originally the study of the rules of the house (*oikos*=house; *nomos*=rules) or “how we do things.” In order to make changes in organizational culture or to influence it to be more productive, an executive must first demonstrate an understanding of the prevailing culture and a willingness to “play well” in it. Leaders gain credibility at first as persons who can read and respond appropriately to the unwritten rules and invisible values that shape how people deal with each other. In the same way that summer visitors to a community have no say on the practices of the year-round residents, an executive has to demonstrate respect for and understanding of the extant culture. When a new operations director came into a global consulting company, her impatience with the collaborative style of the organization and her terse e-mails were interpreted as arrogance. As she learned to match the unwritten e-mail protocols of the company, her disciplined approach to business operations began to be appreciated and her influence increased.

Culture affects such items as how meetings are conducted (high structure or casual, time-governed or everyone has a say), how formal communications

are (e-mail “just the facts” or with “dear ___” and “Warm regards,”), behavior in meetings (competitive participation or mutual affirmation) and what contributions are valued (individual or collaborative). Because culture is sometimes seen as the “personality” of the group, it can be complementary or in conflict with the personality of the individual leader.

Assessing culture requires the use of several learning methods, including guided observation and reflection and the involvement of culture guides (long-time employees who can draw attention to where the stepping stones are hidden beneath the surface and where the crevasses lurk). The objective is to learn how to operate in the current culture, not to become a slavish accommodator. Neither ignoring the current culture nor mindlessly fitting in will work to shape a more effective culture. The executive must treat his or her involvement in the organizational or group culture as a learning experience, not a rite of initiation into a cult. As acceptance grows, the executive is able to advocate changes in culture that can improve the functioning of the unit and equip it for more effective performance.

Success Factor Four

What Matters (Expectations)

It is common knowledge that job descriptions and organization charts are incomplete guides to what a leader will be responsible for or have the authority to change. Healthy organizations and executives persistently work to bring to the surface the expectations that everyone has about executives because they are often unexpressed (and sometimes not consciously known). The importance of expectations is amplified when it comes to achieving early wins in a new position or with a new set of responsibilities. What happens when an executive embarks on a rush of initiatives only to discover that what was accomplished doesn't really matter to key stakeholders? After only three months on the job, a managing director proudly pointed to his achievements only to have his manager ask how many people he had involved in making them happen. He suddenly realized that what he had achieved didn't mean much to the company because it didn't build team functioning and bench strength. He had no answer to the question about who would succeed him if he was run over on the way to work.

The executive should be led to discover and manage the expectations that come with the position. Does she expect that her manager will know what she does not yet understand without being told? Does he expect that he will be given some significant period of time before showing meaningful business results? Also, the executive will need to inquire about the expectations of her or his team, manager, and other stakeholders. Which team members expect that the executive will be directive enough that they can confidently throw themselves into particular tasks? Which team members expect to be told expected outcomes and left to figure out the best way to deliver those themselves? Can the executive "read" the behavior of the manager and navigate the differences between what is said and what is actually rewarded? The leadership transition coach provides a safe, constructive environment to make sense of what is heard and observed and can guide the leader to more effective negotiations of appropriate expectations.



Success Factor Five Authentic Contribution

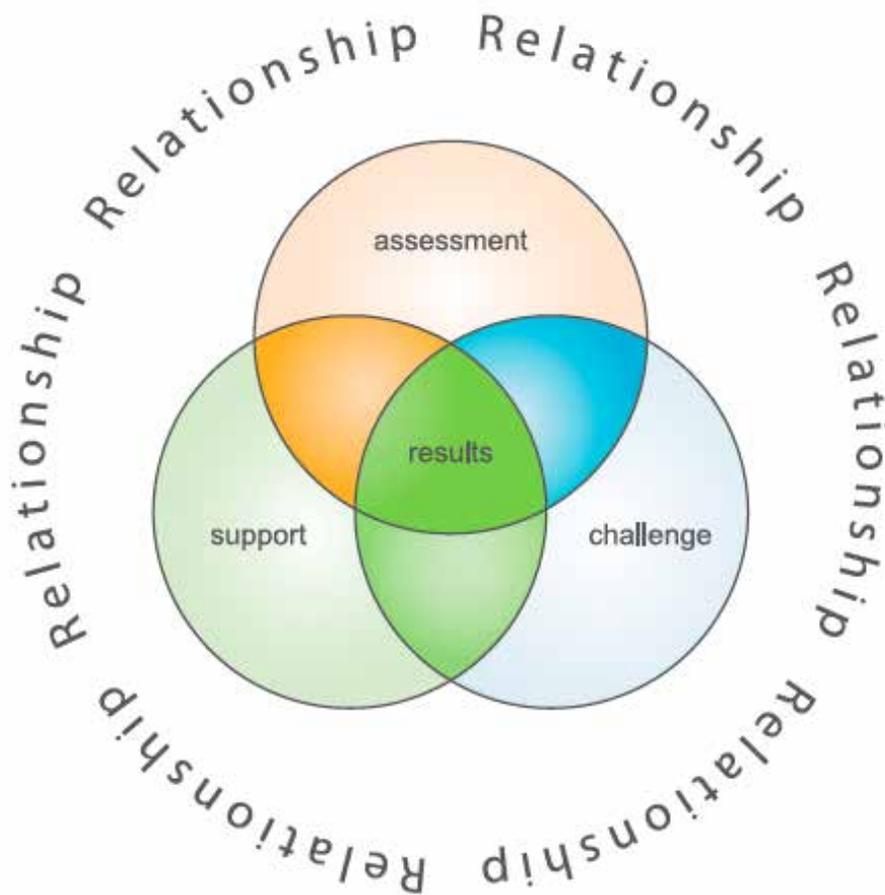
True effectiveness in a new position involves more than meeting the expectations of others; it requires making a contribution based on unique character and talents. In the same way that a skilled writer only gains influence when she “finds her own voice,” a leader who inspires commitment in others brings character, personality, gifts, and passion to the business. This is why the cornerstone of leadership effectiveness is self-awareness. The creation of feedback mechanisms with trusted associates, the use of 360-degree multi-rater instruments and personality assessments, and observation of one’s impact on others can contribute

to self-knowledge that helps a leader create significant value by his or her leadership. The final phase of a planned executive integration program focuses attention on leveraging one’s unique gifts and viewpoint and applying them to the leadership task. The most powerful leader is the most authentic leader. The leadership transition coach works toward completion of the integration program by helping the leader plan continuous development through learning experiences and identifying the ways his or her particular characteristics can help shape the job, the team, and the organization’s success.

The Role of Coaching in Executive Integration

Coaching as a component of executive integration powerfully engages self-awareness by encouraging a leader to “think about thinking.” The leader becomes a more effective learner as the process of learning itself comes under the intentional control of the leader. Never blaming circumstances or others for problems, the self-aware leader can turn every experience into an opportunity for learning and development. The leader models a learning orientation and contributes to the development of a learning culture within the organization. This is the foundation of creative leadership: the ability to accomplish more than previously imagined through crossing boundaries of expectation, culture, and politics. The coach can guide the leader to discover and apply awareness of unique characteristics to the challenges and opportunities facing her, leading to innovative contributions and high value to the organization.

The transition coach plays the role of guide and advisor as the executive moves through the key tasks associated with successful integration. The coach ensures that the demands for performance do not eclipse the need for rapid learning and assimilation of lessons. A leader who feels the pressure to “prove himself” too early may actually lag in achieving high contribution. If he doesn’t develop the tools that will ensure early and continued effectiveness, the executive can get stuck in patterns of reactivity or “retire in place,” doing the job but not making a significant contribution. High impact transitional coaching applies the CCL coaching model to the creation of a learning process. This diagram illustrates the components of a valuable coaching engagement.



Relationship

The ability of top coaches to establish rapport with any competent leader is the foundation for all subsequent development. Leaders need to know they are understood, that their challenges are taken seriously, and that the coach can be depended on to facilitate a safe environment for discovery while still challenging the leader to push into greater insight and more effective action. Great coaches can make a powerful professional connection with just about any leader, and our research supports the predictive power of good rapport. Trust grows through the relationship that allows the coach to push when necessary, question as needed, and offer support or encouragement when helpful.

Assessment-Challenge-Support

The Center for Creative Leadership boiled down the key elements of an effective learning experience decades ago into these three elements: assessment, challenge, and support. All three are essential and the balance between them in the relationship between coach and leader makes progress possible.

Assessment provides clear-eyed, honest information about the leader and her or his context (challenges and opportunities in this environment). It uses formal and informal means to get the most complete and significant data about the person and the circumstances. Without it, executives take action based on the latest fad, their harshest critics or conniving sycophants. Assessment tells the leader where the opportunities for development are and where attention and energy can yield greater impact. The transition coach in a leader integration engagement guides the leader to plan the assessment components of the process: identifying who should be interviewed about politics, culture, and expectations; preparing the leader for effective conversations; and working to make a coherent story out of the information gathered from the interviews.

Challenge involves tackling something that requires a stretch, something that goes against habit or what is easy in order to improve or grow or expand. The coach helps the leader identify challenges that are neither insignificant nor overwhelming and create plans to learn from them. This phase involves the planning and executing of actions that are important to the stakeholders and the organization and continue the learning process for the leader.

Support reinforces changes in behavior and performance. It could be expressed as simple encouragement or affirmation, but it might also be systems of accountability that keep one on track to reach goals. For executive integration, this phase involves guiding the leader as she or he creates a network that offers support and accountability. It also includes advising on how best to use and develop that network.

Results

Effective leadership coaching, whether in the service of executive integration or more generally for development, always moves toward goals or objectives that are measurable or whose contribution to organizational life and purposes can be defined. In this case, the results relate to meeting performance goals for the leader in the new position, setting in motion the full engagement of the executive with the people and tasks in the new situation and facilitating a high degree of trust and influence for the executive.

Practical Steps for Leader Integration Coaching

How might these principles be put into practice? Here is a sample set of steps involved in the coaching component of a leader integration program. These steps assume the normal organizational orienting process is taking place and only focus on the work of the transition coach and the leader.

1. Connect transition coach and leader. The job of the coach is to help focus on what's essential and accomplish the key steps that will equip the leader for rapid accession to effective leadership. In this first session, the objective is simply to assure that there is no unexpected barrier to their work together and to make a human connection. Their roles and how they will work are discussed and the whole process is reviewed. The coach helps the leader begin the assessment process by identifying key stakeholders for any 360-degree assessment or interviews.
2. The transition coach conducts interviews to prepare to knowledgeably coach the leader. The coach and leader meet to organize the information gathering based on what the leader has been told and what the coach has discovered in first interviews. The coach and leader should meet with the leader's manager and human resources to ensure agreement on what is to be accomplished in the coaching process and how success will be evaluated.
3. The coach works with the leader to understand the data generated, get insight, and identify ways to incorporate conclusions into the integration plan. They plan the interviews and other learning activities that the leader will conduct and work on implementation schedules. They plan for a team integration meeting.
4. Leader conducts interviews with manager and key stakeholders, including the leader's team and those who have insight into the culture and politics of the organization and engages coach in making meaning of the data.
5. Transition coach and leader integrate learnings in ongoing coaching sessions. Leader plans and takes deliberate actions based on progress in mastering success factors and assessment of credibility.
6. Early in process, coach (and leader) conduct a team-alignment session on site to shape team development, surface culture and expectations, gain agreement on team norms and processes, and plan for effective action on team objectives. With careful advance planning involving team members and the leader's manager, it is common to see significant improvements in the openness, energy, and commitment of the team and its members following the session.
7. Leader regularly checks his or her perceptions of progress against the perspective of key stakeholders. Coach and leader prepare structured report of progress on success factors and business objectives and plan for next steps for final meeting with manager and human resources leader.
8. Final meeting with transition coach, leader, leader's manager, and human resources leader is an open and honest assessment of progress and developmental opportunities. Coach conducts an evaluation comparing leader's view of progress with assessment of the manager and human resources leader. Leader, manager, and human resources leader are given an opportunity to confidentially rate the process, coaching work, and outcomes.

Example Activities Supporting the Success Factors

To illustrate the process in some greater detail, we will identify examples of tasks that can help a transitioning leader avoid the land mines associated with a new situation and maximize the resources available for stepping fully into effective leadership. Each of these exercises proposes a discipline or practice that can be used in transitions throughout a career. Leadership is fundamentally about addressing change and developing disciplines that yield valuable information that will be used by the effective leader to assess the circumstances, challenges, and resources available for creative leadership.³

In a single conversation, information about the formal scope of responsibility, the people one should later interview, the potential land mines of organizational culture, and politics could all be gathered. The description of the ways of organizing the information gathered should not be read as requiring separate conversations with these stakeholders.

1. Map the Scope of Responsibility and Authority

Tool: Create a map or table that identifies different kinds of responsibility and authority for your position.

Method: Interview your manager and/or human resources leader. Consult with peers and direct reports about actual performance of responsibilities and use of authority. Clarify responsibilities and authority for realistic practice. Create a three-column table that tracks the understanding of the scope of responsibility of the new role.

Here's an example:

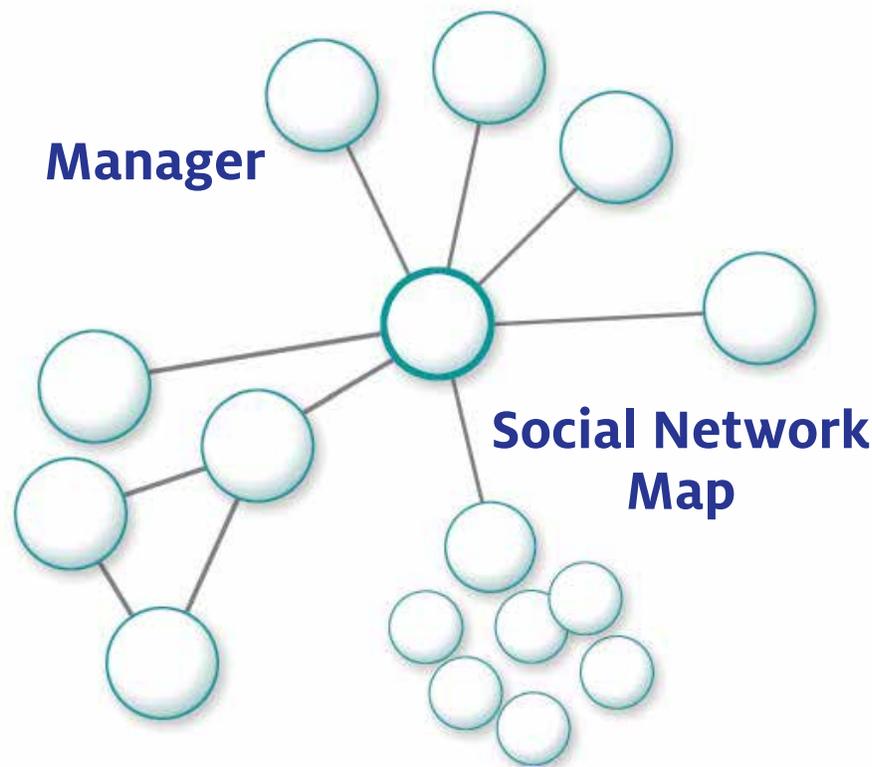
Sole Responsibility	Shared Responsibility	Responsibility Elsewhere
I can decide on my own and I have the authority to do so.	It's my decision, but others have to be included in coming to it; or this is a joint decision, but I have authority to veto.	I need a decision from someone else and my authority is limited to implementation.

2. Map the People and Politics of the Environment

Tool: Create a social network map that describes the relationships of importance in your environment. Identify key stakeholders and those who are critical sources of information about the organization.

Method: With your coach and the support of your manager and human resources leader, identify key stakeholders. Record the resulting relationships in a social network map (example below). Schedule interviews and use a structured interview worksheet to record relationships and negotiate working relationships.

One method of doing this is to create a social network map. This is a simple diagram with the leader at the center and important other people represented as circles arrayed around. The importance of each person can be represented by the size of the circle and the strength of the relationship by the kinds of lines connecting them. Highlighting or color coding some circles can draw attention to relationships that require extra attention at any given time.



3. Record the Culture

Tool: Create a table that identifies the differences between your previous environment and the new one. Culture consists of all the unwritten (and sometimes unacknowledged) rules of behavior and conduct that the group uses to identify those who “belong” from those who are outside. It affects performance directly when there is a mismatch between the existing culture and what is needed to improve organizational performance.

Method: With your coach create an observation form to identify behavior components of culture. Get an interview with a person who has been with the company for some length of time and engage her or him in spelling out key aspects of the culture. With your coach, target those behaviors that can signify willingness to participate and respect and those that may hinder acceptance. Use the chart in months to come to identify cultural habits that could be modified to increase effectiveness. Work with your coach and mentors to time influencing steps appropriately.

Here’s an example of a chart:

Sample Interview Questions

- For whom am I responsible?
- Who needs information I provide?
- On whom am I dependent? Who’s dependent on me?
- Who do I need to influence?
- What are the alliances that exist? Where are there conflicts?
- How do those in my network want to hear from me?

Rules Where I Came From	Rules in New Role	My Response
<ul style="list-style-type: none"> • Communications rule: Get to the point right away. Don’t waste time on “fluff.” • Give information to those it might affect. Avoid overuse of FYIs. 	<ul style="list-style-type: none"> • Communications rule: Simple courtesies indicate respect. Always start e-mail with name of recipient. • Inform whoever might be interested so everyone is up on current actions. 	<ul style="list-style-type: none"> • Take time to write e-mails with salutations, etc. • Make lists of who should be informed for each project.

4. Clarify Expectations

Tool and Method: Create a chart that can capture the results of conversations with your manager, other senior leaders, and your team about their expectations for your leadership. Compare what you record from interviews with observations made in meetings and in communications that confirm or raise questions about the importance of expressed expectations.

Here are three columns that could capture important sources of expectations:

My Manager Expects	The Organization Expects	My Team Expects
<ul style="list-style-type: none">• I will update her regularly on progress rather than waiting for completion.• I will find collaborative solutions and never use others' lack of follow-through as an excuse	<ul style="list-style-type: none">• I will constantly check my behavior and actions against our values.• I will form alliances as needed across units to ensure coordination.	<ul style="list-style-type: none">• I will be clear about deadlines and priorities.• I will let team members create their own work plans to accomplish key tasks.

5. Deliver Results that Matter

Tool: Create action plans that bring together your understanding of the important deliverables with the results of your expectations chart.

Method: Review what you have learned from the inquiry into expectations and design action plans that take seriously what others have communicated is important to them, but which reflect your commitment to strategic accomplishments. The point is not to please others but to demonstrate awareness of the social context of the company while accomplishing the tasks for which you were given this leadership role. Your judgment about what is important is critical, but it should be tempered by a consideration for what matters to others. As you build social capital, you can define the strategic direction and focus action planning based on your own strategic thinking to a greater extent.

A simple list of the top deliverables taped to one's desk could be a helpful tool:

Top Three Deliverables
<ol style="list-style-type: none">1. Get approval for clinical trials by July 1.2. Identify 22 clinical sites by May 15.3. Reduce time to filings by 15% this quarter.

6. Create a Learning Plan for Ongoing Development

Tool: Using the Assessment, Challenge, and Support model, create a plan that turns your challenges and tasks into learning opportunities.

Method: Your manager and human resources leader can help focus your strengths and development opportunities and provide insight into ways to maximize impact. Keeping the attention on the creation of learning experiences ensures that every venture builds your capacity to lead and to have significant influence within the organization.

Continuous Learning	Actions
<ul style="list-style-type: none">• How I will get regular feedback• How I will build my network• I will engage this person (or persons) to be my thought partner for continuous learning• Accountability: how I will keep the focus on making the needed changes and developing the personal and professional resources to accomplish them	

Conclusion

This paper is designed to provide a unified view of executive integration for those responsible for organizational planning for talent management. It advocates the active involvement of professional transition coaches, but the basic factors that lead to successful executive effectiveness are the same in any type or size of organization. Executives must know what is required and what authority comes with the role and who has influence or resources. They must understand the cultural practices that define acceptance or rejection from the group, bring to the surface, and address unspoken assumptions and expectations, and find an authentic expression of their contributions. Organizational support for accomplishing these tasks will reduce the time required for executives to become full contributors and help equip those executives to be more effective at handling all kinds of disruptive change.



References

Watkins, M. (2003). *The first 90 days: Critical success strategies for new leaders at all levels*. Boston, MA: Harvard Business School Press.

Watkins, M. (2008, October 10). The three pillars of executive on-boarding. Retrieved from http://www.talentmgt.com/articles/the_three_pillars_of_executive_onboarding

About the Author

Douglas Riddle, PhD, global director, Coaching Services, Americas at the Center for Creative Leadership, has led a major expansion of leadership coaching services. He has developed groups of highly-trained executive coaches in Asia, Europe and North America, enhancing the Center's ability to meet the coaching needs of leaders everywhere. Doug directs more than 375 professional coaches who speak two dozen languages, are located in nearly 20 countries, and represent many cultural backgrounds.

Doug draws on two decades of experience as a leader of thriving nonprofit organizations and holds doctoral degrees in the fields of ministry and psychology. Doug has served on the adjunct faculty of the graduate school of Human Behavior at Alliant University and he helped establish the Community Mediation Centers in San Diego. Doug's articles and media interviews have appeared in numerous general circulation and specialty publications, and he has presented at leadership and coaching conferences around the world.

To learn more about this topic or the Center for Creative Leadership's programs and products, please contact our Client Services team.

+1 800 780 1031 +1 336 545 2810 info@ccl.org



Center for
Creative
Leadership®

The Center for Creative Leadership (CCL®) is a top-ranked, global provider of leadership development. By leveraging the power of leadership to drive results that matter most to clients, CCL transforms individual leaders, teams, organizations and society. Our array of cutting-edge solutions is steeped in extensive research and experience gained from working with hundreds of thousands of leaders at all levels. Ranked among the world's Top 5 providers of executive education by the *Financial Times* and in the Top 10 by *Bloomberg Businessweek*, CCL has offices in Greensboro, NC; Colorado Springs, CO; San Diego, CA; Brussels, Belgium; Moscow, Russia; Addis Ababa, Ethiopia; Johannesburg, South Africa; Singapore; Gurgaon, India; and Shanghai, China.

CCL - Americas

www.ccl.org

+1 800 780 1031 (US or Canada)

+1 336 545 2810 (Worldwide)

info@ccl.org

Greensboro, North Carolina

+1 336 545 2810

Colorado Springs, Colorado

+1 719 633 3891

San Diego, California

+1 858 638 8000

CCL - Europe, Middle East, Africa

www.ccl.org/emea

Brussels, Belgium

+32 (0) 2 679 09 10

ccl.emea@ccl.org

Addis Ababa, Ethiopia

+251 118 957086

LBB.Africa@ccl.org

Johannesburg, South Africa

+27 (11) 783 4963

southafrica.office@ccl.org

Moscow, Russia

+7 495 662 31 39

ccl.cis@ccl.org

CCL - Asia Pacific

www.ccl.org/apac

Singapore

+65 6854 6000

ccl.apac@ccl.org

Gurgaon, India

+91 124 676 9200

cclindia@ccl.org

Shanghai, China

+86 21 6881 6683

ccl.china@ccl.org

Affiliate Locations: Seattle, Washington • Seoul, Korea • College Park, Maryland • Ottawa, Ontario, Canada
Ft. Belvoir, Virginia • Kettering, Ohio • Huntsville, Alabama • San Diego, California • St. Petersburg, Florida
Peoria, Illinois • Omaha, Nebraska • Minato-ku, Tokyo, Japan • Mt. Eliza, Victoria, Australia