



Center for
Creative
Leadership

NORTH AMERICA EUROPE ASIA

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The European CCL Leadership Development Program (LDP)® - Impact and Evaluation



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■ EXECUTIVE SUMMARY

The Leadership Development Program (LDP)[®] is the most well-known and most frequently attended open-enrolment development experience offered by the Center for Creative Leadership (CCL[®]). Since its launch in 1974, LDP has been updated regularly to keep the programme compelling and current. The latest re-design of the LDP was implemented in Europe in September 2006. This evaluation examines the impact of the redesigned LDP in Europe on participants' leadership competencies.

EVALUATION STRATEGY:

For this evaluation, we gathered data from three sources at three different points in time. Three hundred and eighty-eight surveys, which were completed on the last day of the face-to-face portion of the program, were analysed. Structured interviews regarding the experience and impact of the program were conducted with 15 LDP alumni. 360-degree feedback ratings from 45 participants approximately 3 months after the LDP experience were analyzed to determine impact on the individual and organization after the program.

RESULTS:

Overall, LDP received high satisfaction ratings and spurred significant changes in knowledge, behaviour and the attitudes of participants involved in this study. Changes were linked to improvements on an organisational level.

Among the most important findings:

- 100% of participants who used *REFLECTIONS*[®], a 360-degree feedback instrument on leadership competence, reported impact at the individual and organisational levels. 92% of raters reported observing impact at the individual level and 96% reported observing impact at the organisational level.
- The top areas of individual impact include:
 - Leadership Effectiveness
 - Readiness for leadership responsibilities
 - Using feedback to make changes
 - Ability to coach others in the organisation
- The top areas of organisational impact include:
 - Ability to work with other groups
 - Quality of decision-making processes
 - Group effectiveness
 - Openness to diverse perspectives
- 96% of participants reported having made some or significant improvements in their targeted developmental areas.
- The two areas of greatest behavioural change were increased self-awareness and better skills in receiving and giving feedback. These areas were also rated as most relevant by participants.
- The interview data revealed enhanced communication, more effective goal setting and increased personal effectiveness as key individual and organisational outcomes.

- Interview participants noted that the program was culturally appropriate and provided a multicultural experience.
- All LDP programmes conducted in Europe between September 2006 and September 2007 received average satisfaction ratings above 4.0 on a 5 point scale. Fifteen of the 18 (83%) programmes conducted had averages between 4.5 and 5.0.
- Six out of 8 (75%) Learning Outcomes were met on average “to a great extent” or “to a very great extent.”
- Seven out of 8 (75%) Learning Outcomes received an average rating of being important “to a great extent” or “to a very great extent.”
- The most valuable aspects of the LDP were perceived to be the private coaching session and the peer feedback session.

■ INTRODUCTION

This report analyses the impact of the Center for Creative Leadership's (CCL®) Leadership Development Program (LDP)® delivered in Europe. The study looked at the impact of the revised version of LDP delivered from September 2006 onwards.

The impact study used a threefold methodology:

- Telephone interviews with 15 LDP participants from different training sessions. Each interview lasted app. 30 - 60 minutes. The questions used for these interviews can be found in Appendix B. Interviews were scheduled and conducted at CCL, recorded and transcribed by CCL staff.
- Examination of end-of-programme evaluations. The evaluations that all LDP participants completed directly after the programme ended were analysed quantitatively to examine training satisfaction, perceived usefulness, and the most important learning outcomes.
- Examination of self- and observer-ratings of LDP participants in REFLECTIONS, a 360-degree feedback instrument on leadership competence that participants take 3-6 months after their programme participation. This feedback instrument is designed specifically to measure changes and improvements in participants' leadership behaviour and competencies after completing the programme.

■ IMPACT OF THE PROGRAMME AS DERIVED FROM INTERVIEWS

A total of 15 interviews were conducted. Interviewees represented a broad array of backgrounds and included 12 men and 3 women. The interviews were conducted with a wide array of questions as given in Appendix B. All interviews were recorded and transcribed with participants' permission. A content analysis of participants' answers was then conducted, identifying themes of the various ways participants experienced the programme and how it impacted their leadership competencies.

The primary themes we identified were:

- Impact
- Changed Behaviours
- Goal success
- Organisational Benefit
- Feedback – learning about one's self
- Obstacles/Barriers
- Resources – time, money, etc.
- Coaching
- Managerial support/mentorship
- Peer Perception
- Cultural issues/concerns
- Comfort

The central issues and salient points within each theme are elaborated in more detail in the following sections.

IMPACT: CHANGED BEHAVIOURS

Respondents reported various types and degrees of changed behaviours. Many participants noted positive personal and professional changes and an increased awareness of their impact on the work environment. One of the primary behavioural changes involved communication skills. One participant, for example, noted newly understanding themselves as an “innovator.” The programme served to clarify the distinction between innovator as change agent and innovator as inhibitor. The participant noted that before the LDP acting as an innovator outside of the organisational structure proved disruptive. The LDP experience proved instrumental in helping to clarify the innovator style as a leader and in serving as a catalyst for change and advancement of organisational goals.

IMPACT: GOAL SUCCESS - SUPPORT, FOLLOW-UP.

Most respondents shared multiple goals they set as they exited the programme, and most reported positive movement on at least one of those goals. Additionally, respondents noted that it was necessary to be adaptive with these goals and to adjust as business situations changed. An illustration of this kind of adaptability can be seen in one participant’s goal of separating management, decision-making and execution. It was clear from the participant’s response that LDP afforded him an opportunity to deeply reflect on how to operationalise this goal once he returned to the workplace. He was successful in clearly defining organisational goals and objectives for important projects to his direct reports and then moving to provide a context for execution.

IMPACT: ORGANISATIONAL BENEFIT

An organisational benefit expressed by LDP participants was the development of more effective communication through better listening and reflection. By understanding themselves better, they were much more effective in goal setting and ensuring mission congruence as well as reaching optimal objectives. Several respondents also noted that they now observe the senior managers in the organisation in a more direct way as an opportunity to learn.

IMPACT: FEEDBACK - LEARNING ABOUT ONE’S SELF

A primary component in most of the interviews was a clear (and sometimes new) understanding of how participants are seen in the workplace. Seeing themselves as others see them has helped them make positive and noticeable changes in their interactions with colleagues. Participants indicated they were more effective within their respective organisations. Many noted that they were “more open to others,” and that they have adjusted their own conversational patterns to listen more, especially early on in any planning processes. In particular, one person noted that the impact of this change was “I get valuable ideas for my projects which I might have otherwise suppressed,” and that “I get a more motivated team.” Most also felt that the coach really “pulled it all together” so that the participants could fully appreciate the impact of the information that had been presented. At least two participants emphasized the value of the need to balance both personal and professional commitments, and the steps they had taken to effect change. They describe the LDP as a “deep, deep training. I feel reborn.”

OBSTACLES/BARRIERS

Many respondents noted that their primary obstacle was the pace of their professional lives which left little time to reflect and to focus on how best to incorporate tools and skills into the workplace. Respondents also expressed a desire to spend more time on team-building and that it was extremely difficult to find an opportunity to take time away to focus on this dimension, even as they understood a critical need for such efforts.

OBSTACLES/BARRIERS: COACHING

Many respondents expressed desire for additional post LDP follow-up time with their coach – perhaps a few weeks to a few months after the LDP had been completed. Most felt that this would be helpful in terms of reinforcing the material and as a way to refocus themselves to the original direction/goals they created in the programme.

OBSTACLES/BARRIERS: MANAGERIAL SUPPORT/MENTORSHIP

Several respondents noted that their direct supervisors were located in a different location from them, sometimes in another country and that this distance created obstacles in getting close support and mentorship. Some reported having a follow-up session with their manager, but most indicated that they had not done so in any formal way.

PEERS: PERCEPTION

Most participants reported that their peers had noticed a difference in their leadership styles. That was a positive outcome that reinforced collaboration and feedback, resulting in a better project or information sharing.

CULTURAL ISSUES/CONCERNS: COMFORT

Other than the brief mention of language and gender, almost without exception respondents reported no feelings of discomfort related to any cultural dimension. In fact, most commented that dealing with multiple cultural dimensions is a normal part of what they do and that many participants worked in multiple countries.

■ ANALYSIS OF END-OF-PROGRAMME EVALUATIONS

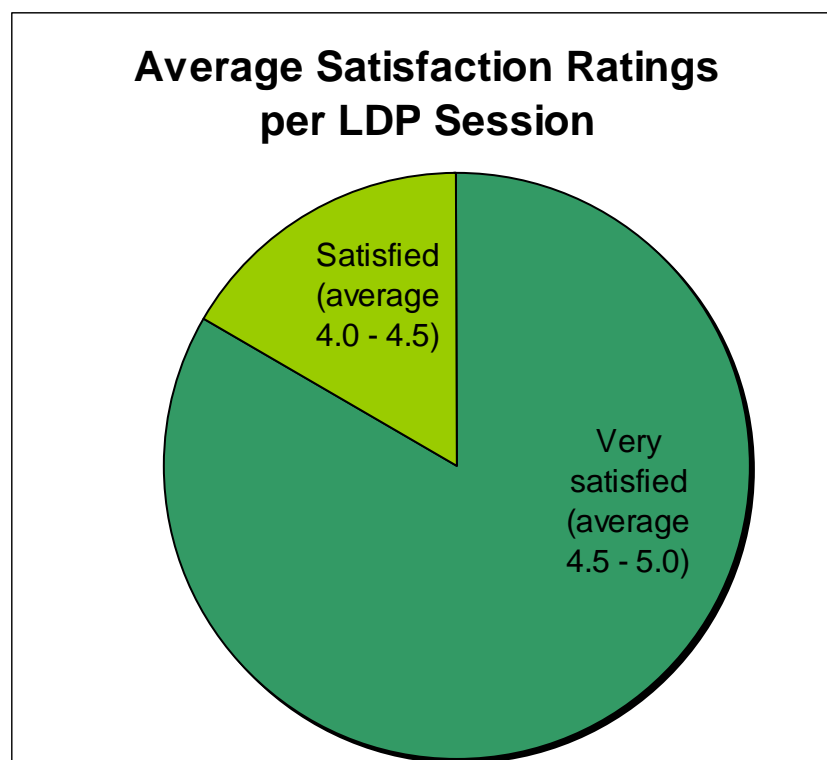
Data from 338 participants in 18 programmes were analysed quantitatively to examine how satisfied participants were with their programme, to what degree they achieved important learning outcomes, and how important they perceived the programme's learning outcomes were for their personal situation. These data were gathered via end-of-programme evaluations that participants did upon completing LDP. In open comments, participants addressed the parts they found most helpful and useful on a personal and organisational level.

QUANTITATIVE END-OF-PROGRAMME RATINGS

■ AVERAGE PROGRAMME SATISFACTION

First, we looked at participants overall satisfaction ratings with the LDP programme. Participants rated their satisfaction on a scale from 1= "not at all satisfied" to 5= "very greatly satisfied".

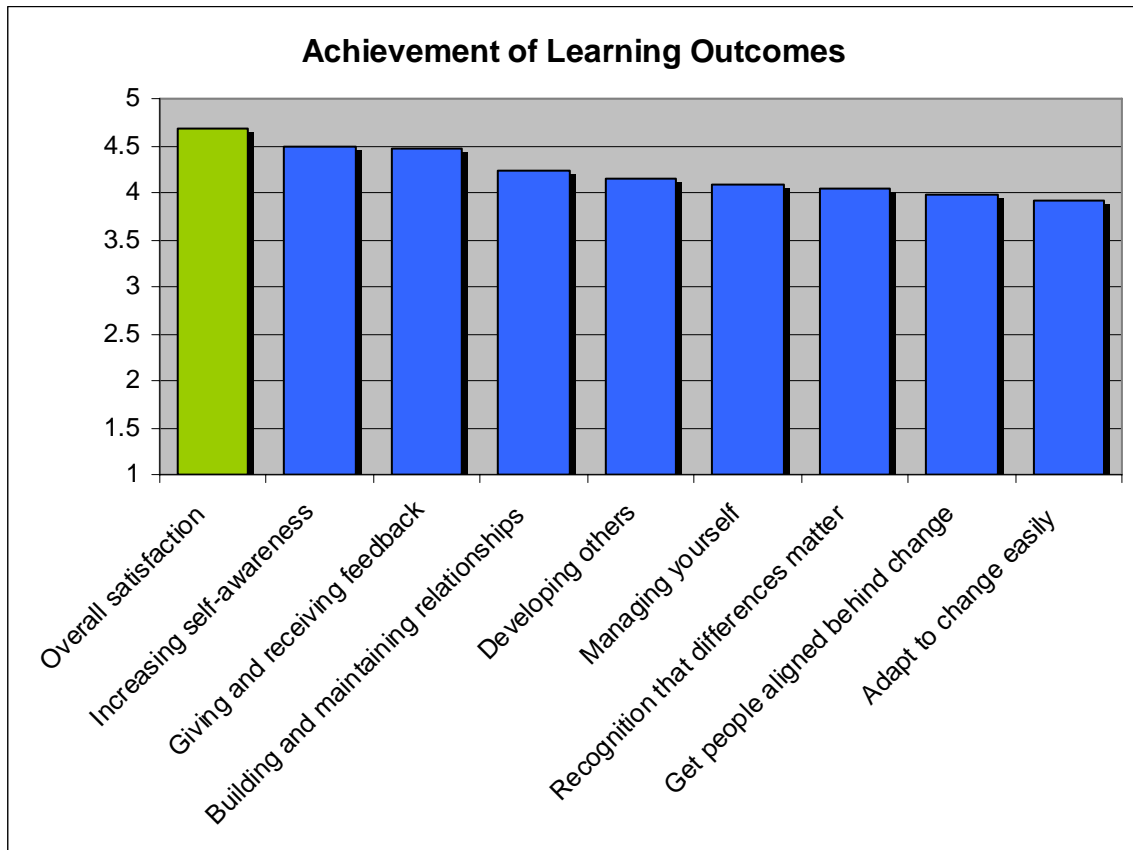
The figure below displays frequency of satisfaction ratings for LDP sessions.



All LDP programmes conducted in Europe between September 2006 and September 2007 received average satisfaction ratings above 4.0. Fifteen of the 18 (83%) programmes conducted had averages between 4.5 and 5.0, indicating participants were very satisfied.

▪ ACHIEVED LEARNING

Next we examined to what degree participants felt the learning outcomes LDP is designed to deliver were actually met. Participants rated the achievement of learning outcomes on a scale from 1 = “not at all achieved” to 5 = “achieved to a very great extent.” The figure below shows the average achievement ratings of each learning outcome.



This figure shows that the learning outcomes with the highest ratings were:

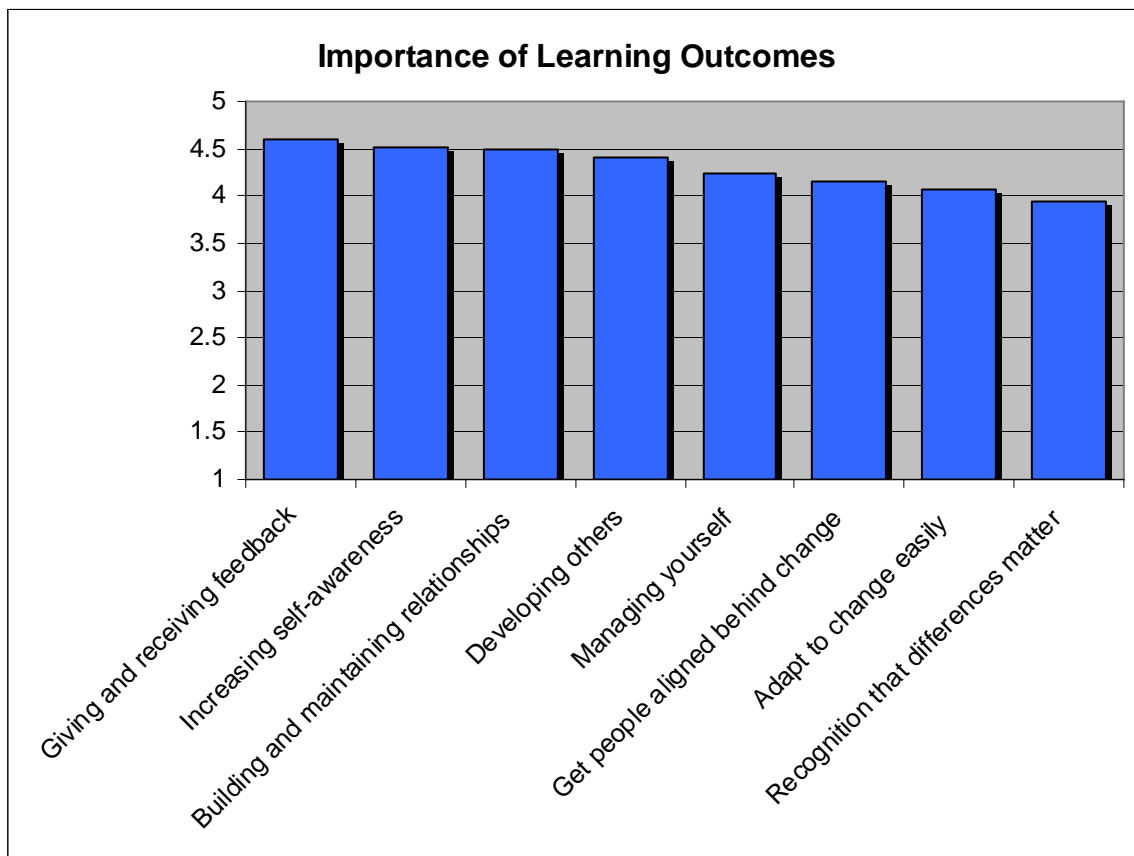
- Increasing self-awareness
- Giving and receiving feedback

These two outcomes received average achievement ratings over 4.5. The other learning outcomes received achievement ratings between 3.9 and 4.5. Six out of 8 (75%) Learning Outcomes received an average rating of 4 or higher.

These data show that the LDP programme, as it has been designed and delivered from September 2006 onwards, is achieving the desired learning outcomes. The program is particularly increasing participants' self-awareness and their ability to give and receive feedback.

▪ APPLICABILITY OF LEARNING OUTCOMES

In addition to the achievement ratings of learning outcomes, we also investigated which learning outcomes were perceived to be most important by participants. One of the criteria for excellence in development activities is the alignment of developmental needs (importance of learning outcomes) and the achievement of these needs. High ratings for both achievement and applicability of learning outcomes indicate that transfer is likely to take place back in the workplace. Thus, we investigated how applicable participants perceived each of these learning outcomes. Again, we used a 5-point scale from 1 = “not at all applicable” to 5 = “applicable to a very great extent.” The applicability ratings for each learning goal are displayed below.



Seven out of eight (88%) learning outcomes received an average importance rating of four or higher, indicating that the learning outcomes are important to participants. The learning outcomes rated as most important by participants were:

- Giving and receiving feedback
- Increasing self-awareness
- Building and maintaining relationships
- Developing others.

The outcome with the least importance for participants was recognizing that differences matter.

Giving and receiving feedback and increasing self-awareness were not only seen as the most important learning outcomes by participants. They were also ranked highest in

achievement. Thus, the Leadership Development Programme shows a very good alignment between participants' developmental needs and the main learning outcomes achieved in the programme.

OPEN COMMENTS AT THE END OF THE PROGRAMME

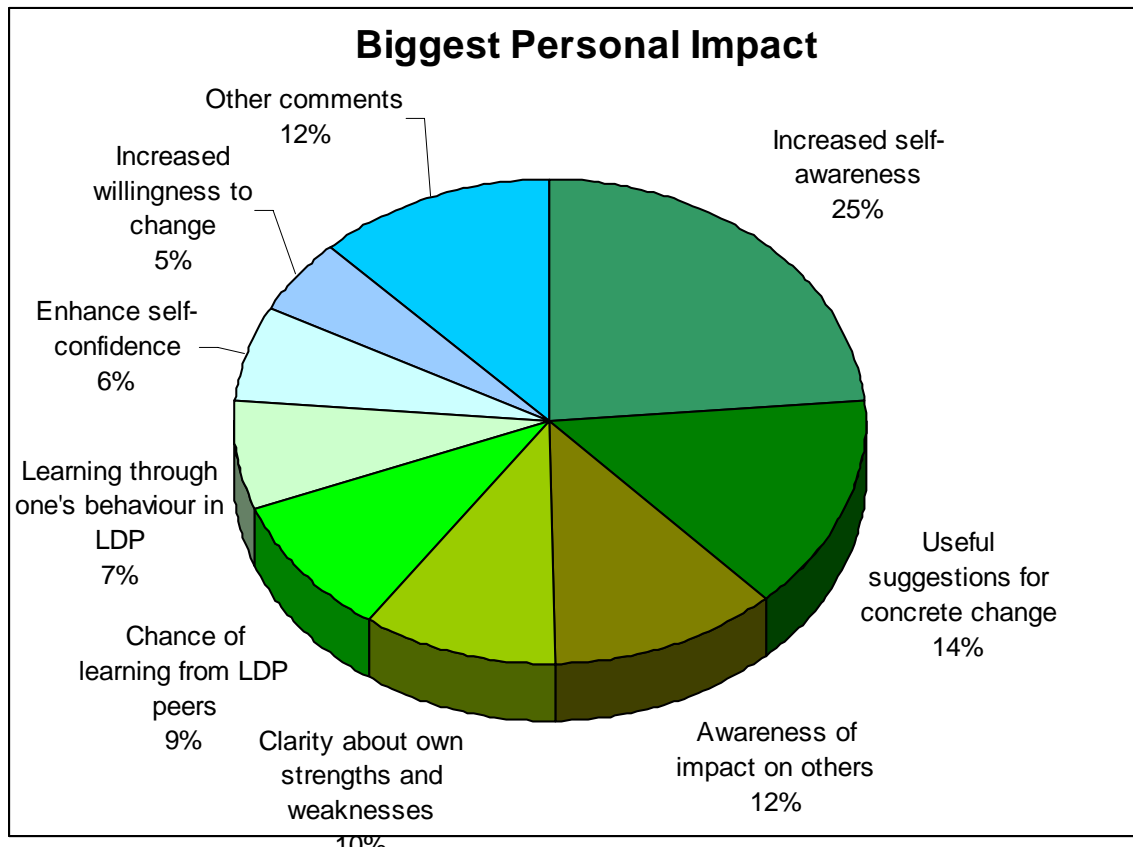
The end-of-programme evaluation also asked participants to provide open comments about the things they found most helpful, their personal learning, organisational impact of this learning, and suggestions for enhancing LDP. Overall, 121 participants provided open comments, which are summarized in the following sections.

▪ BIGGEST PERSONAL IMPACT

The personal impact of the LDP was quite diverse. Some participants saw the willingness and ability to change as their biggest outcome.

- *"Far more self-awareness. I finally have both a desire to change and some knowledge of how to change."*
- Others focused more on the value of feedback to learn about oneself:
 - *"I have come to know more about myself and what people perceive of me. Identification of strengths and pitfalls is quite evident."*
- Some participants also mentioned that "bringing it all together" and the integration of all the information and exercises had the biggest impact on them:
 - *"The relations between tests and exercises got all pieces together. I can put things into place now."*

The areas of biggest personal impact and their relative frequency are displayed below:

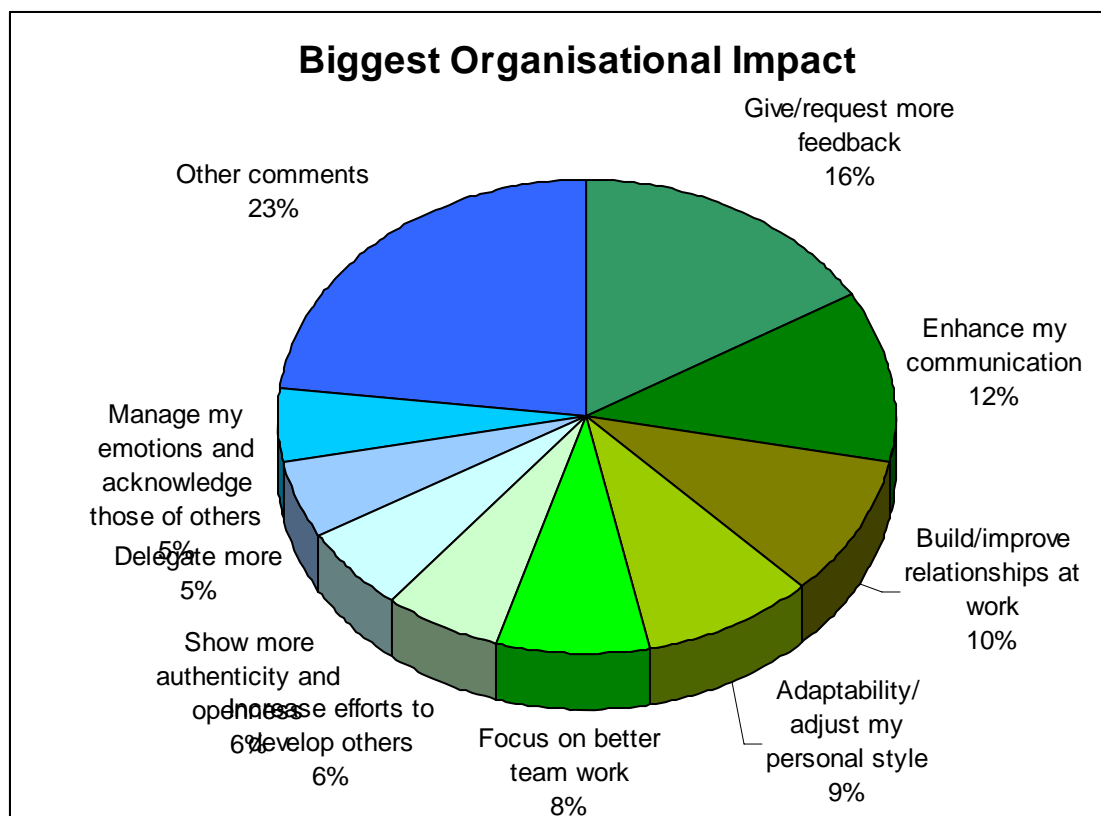


▪ BIGGEST ORGANISATIONAL IMPACT

Concrete changes in their behaviour and the application of lessons learned at work were the most impactful aspects on an organisational level. For many participants, impact was achieved by the combination of all elements of the programme:

- *“Combining the feedback from home with the feedback from participants and the interpretation from coach.”*

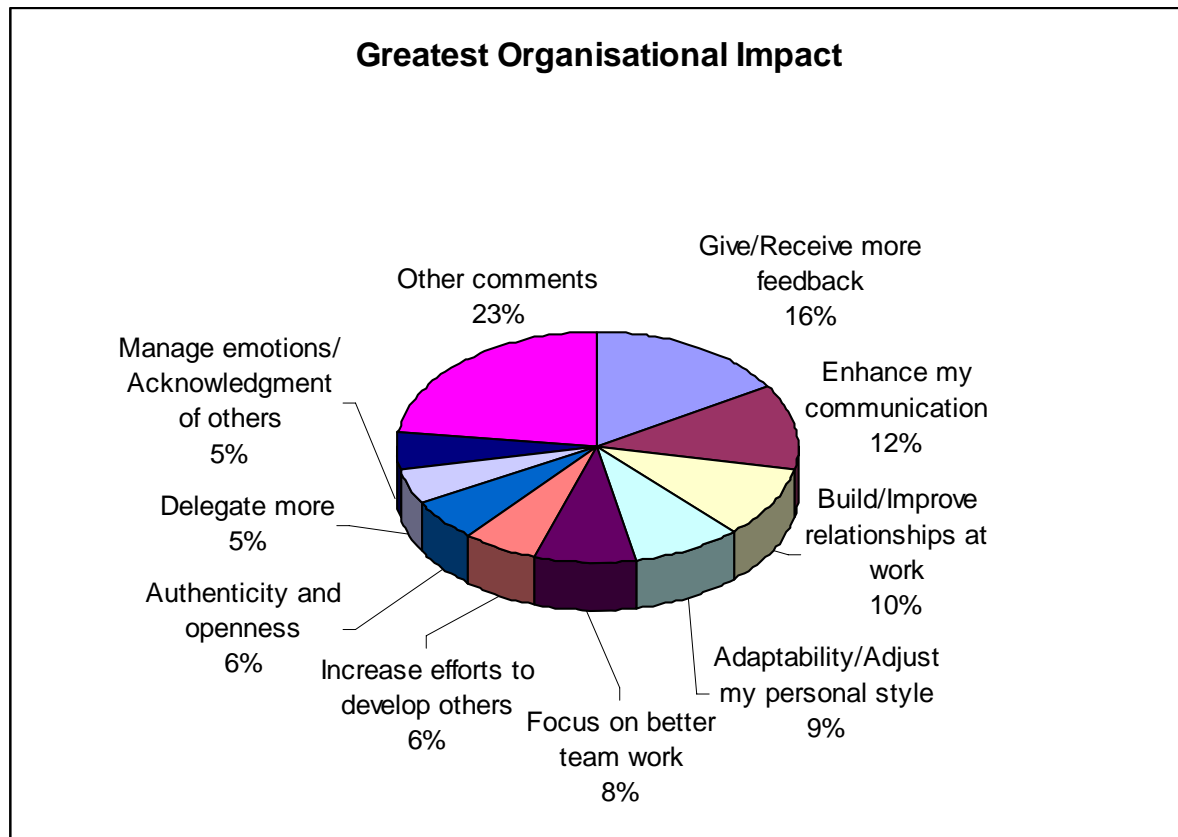
The areas of biggest organisational impact and their relative frequency are displayed below:



▪ MOST IMPACTFUL ASPECT OF LDP

We also asked participants to tell us which activity, aspect or exercise within LDP was the most helpful for them to reach their goals. Not surprisingly, the vast majority of comments addressed the one-to-one coaching session that participants receive on Thursdays. Other very valuable aspects included the learning from and with others in the LDP, as well as the feedback provided from the pre-training assessments.

The graphic below shows which aspects or parts of LDP were mentioned as having been the most helpful:



LONG-TERM IMPROVEMENT OF LEADERSHIP COMPETENCIES

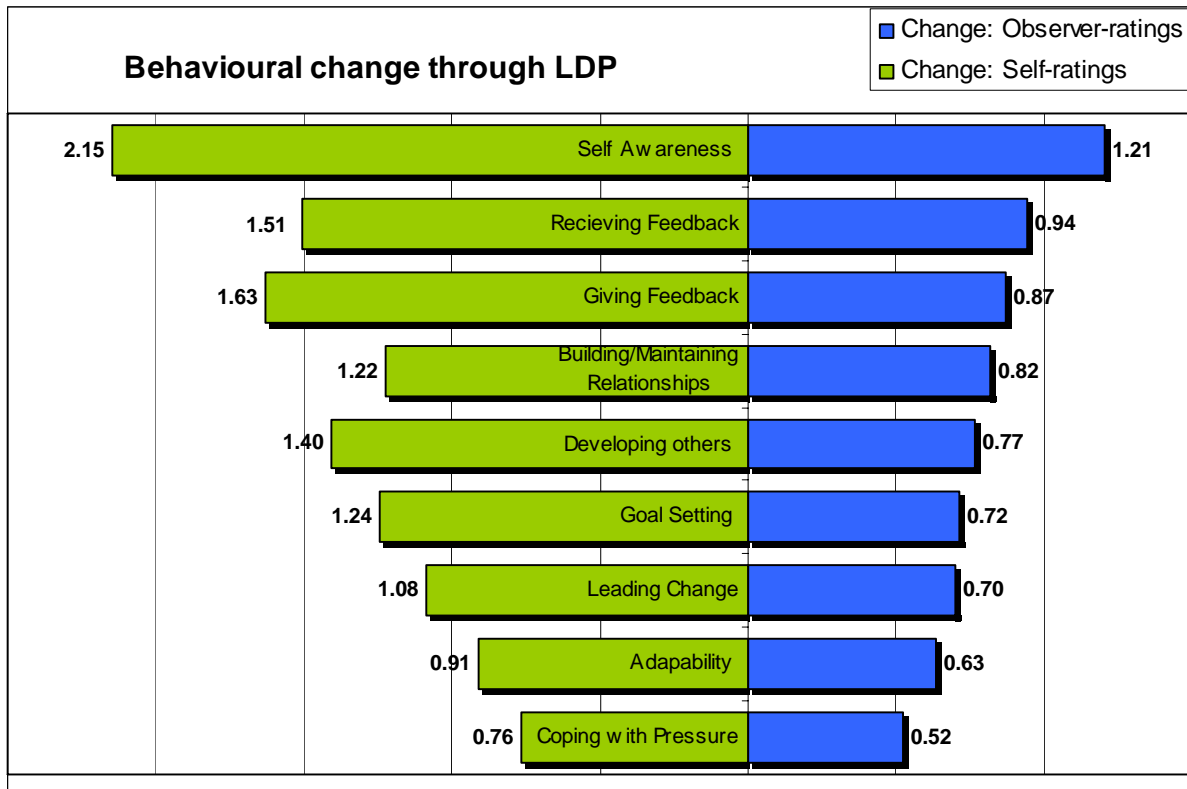
We also investigated the long-term improvement that participants gained in various leadership competencies.

Three to twelve months after taking part in LDP, participants have the option to complete *REFLECTIONS*, a 360-degree feedback instrument specifically designed to capture changes and improvements in their leadership competencies as a result of the LDP programme.

CHANGES RESULTING FROM PARTICIPATING IN LDP

Our analysis of these data is based on the self-ratings of 45 LDP alumni (34 men, 11 women) who took *REFLECTIONS* between November 2006 and September 2007. We also included observer-ratings for 34 direct superiors, 131 subordinates, 109 peers, 74 others, and 14 other superiors in our analysis, totalling 362 observer-ratings. The ratings were made on a nine-point scale ranging from (1=Not at all, to 9=Completely). Participants and their observers rated behaviour before the program as well as their behaviours at the time of the rating. The change in behaviour was calculated by subtracting the “before” program rating from the “now” program rating. The possible change ratings could vary from -8 to +8. The graph below illustrates the areas of greatest change from the perspective of the participant (the self-ratings) and from their observers.

▪ AREAS OF GREATEST BEHAVIOURAL CHANGE



In general, participants rated their behavioural change higher than observers, which is not surprising given the fact that most observers are not exposed to the entirety of the participants' behaviour. Furthermore, participants might be more sensitive to their behavioural change than observers and have a higher focus on behavioural change. The average change in all of the areas was positive. While the average change provides an overview of the type and amount of change after LDP, not all participants are likely to focus on all the possible areas of change. Participants may make dramatic changes in different areas, resulting in lower averages overall.

Participants and their observers rated the following areas as having the highest behavioural change when comparing behaviour before the training and after the training:

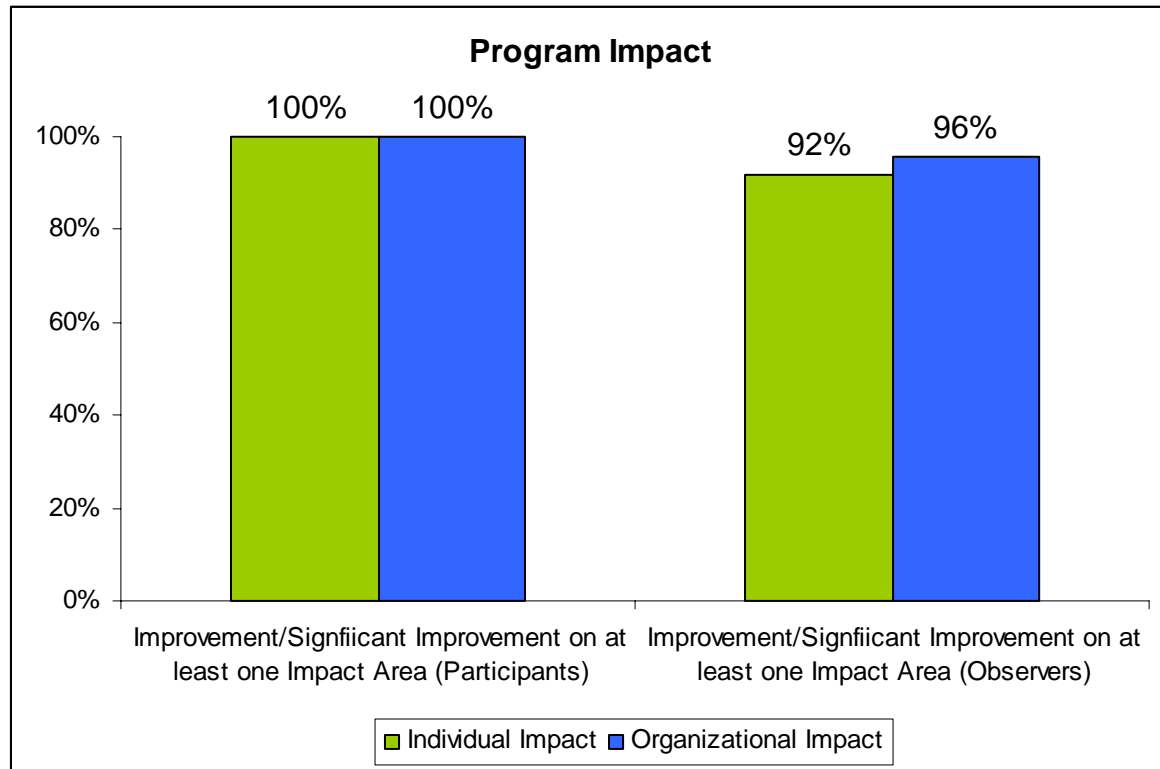
- Self-awareness
- Receiving and Giving Feedback
- Building/Maintaining Relationships and
- Developing others

This reinforces the information from the End of Programme evaluations; Self-awareness and Receiving and Giving Feedback are the areas of greatest change.

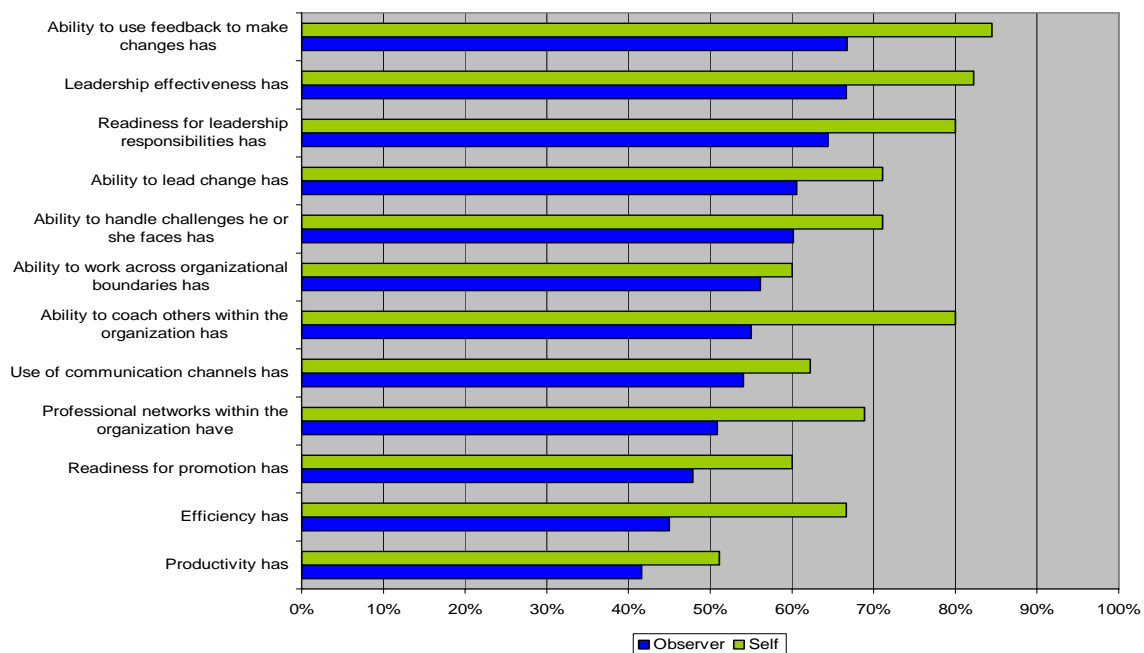
▪ INDIVIDUAL IMPACT

Asking more directly for the improvement of pivotal leadership capabilities, we found that participants and observers saw improvement in all areas. Specifically, the ability to use feedback for change, leadership effectiveness and the readiness for leadership responsibility

were most often seen as areas of improvement compared to the situation before the LDP. As this result is applicable for both self- and observer-ratings and aligns very well with the findings on immediate training outcomes in the previous section, we are confident that the improvement reported by participants and observers is an actual and visible one.



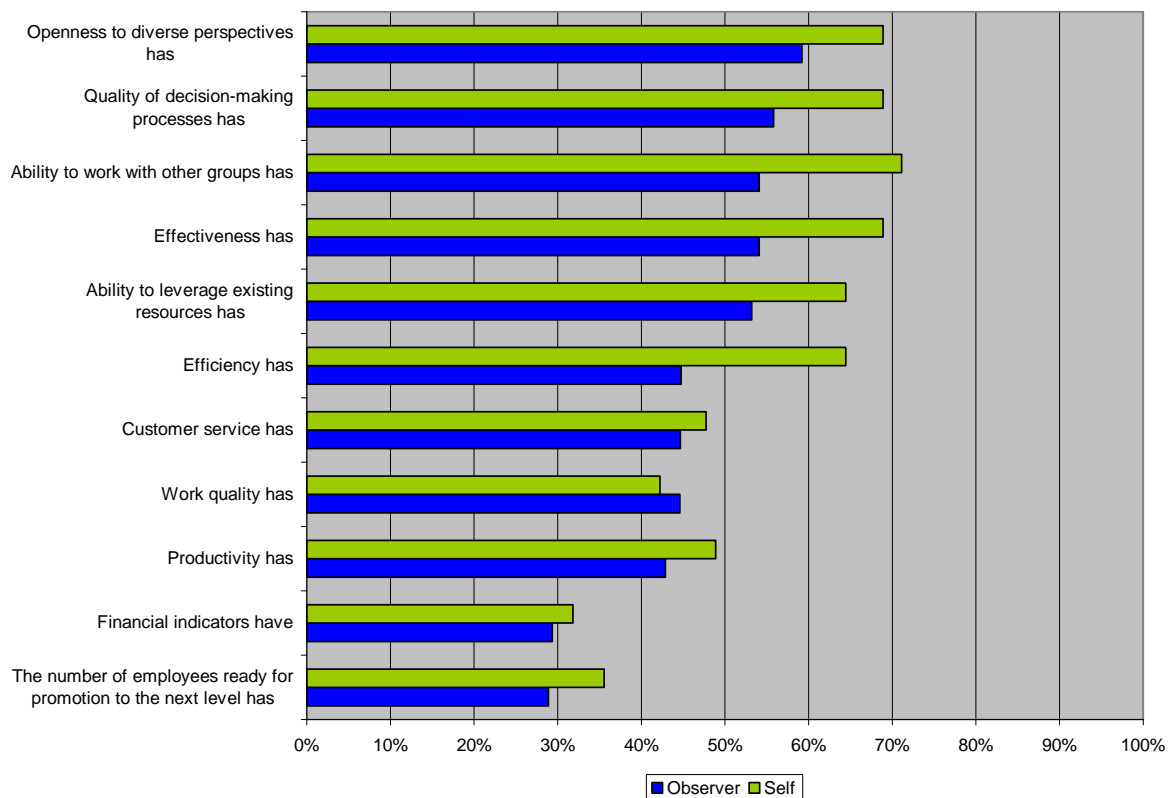
Percentage of Individuals Indicating Improvement or Significant Improvement in Individual Impact Areas



▪ ORGANISATIONAL IMPACT

We further asked participants and observers to assess the changes in the organisation arising from the participation in LDP. These questions refer to the level of the participants' department and the overall organisation.

Percentage of Individuals Indicating Improvement or Significant Improvement in Organisational Impact Areas

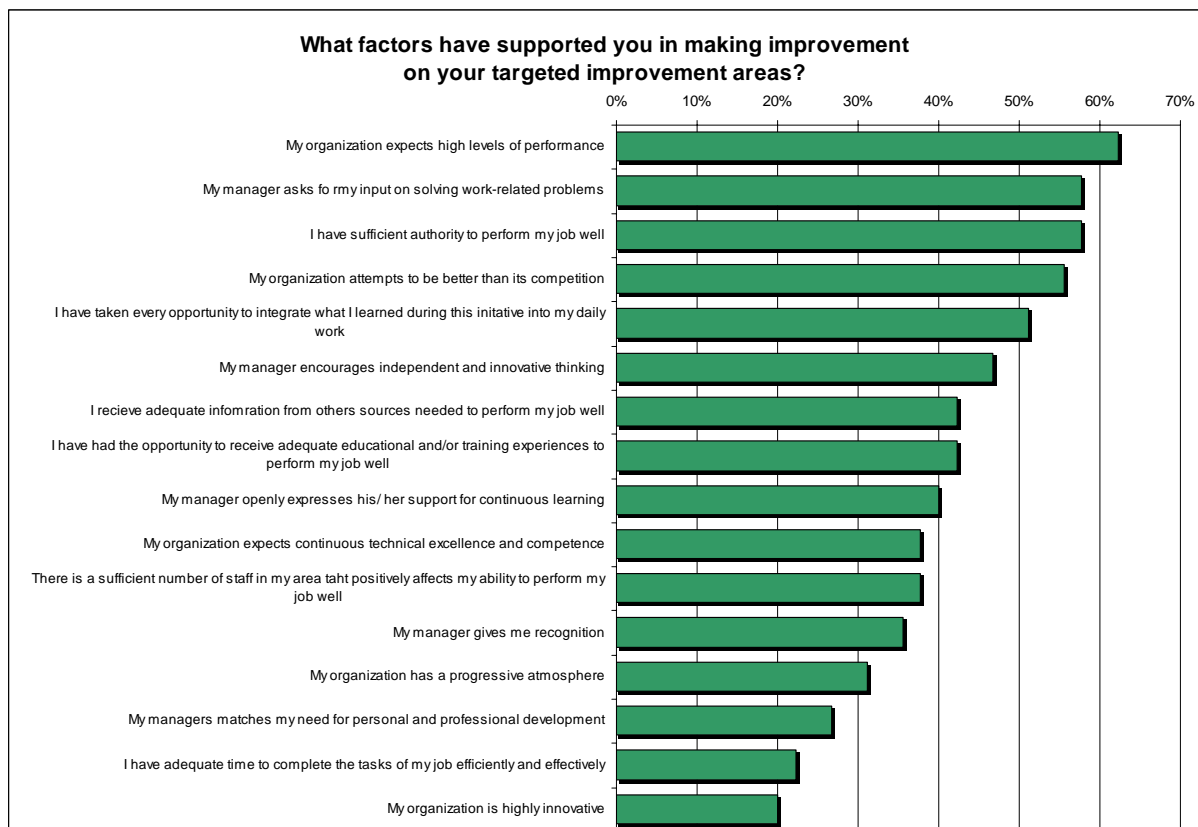


In terms of impact on participants' organisational work group: openness to diverse perspectives, quality of decision-making processes, ability to work with other groups and overall effectiveness were most frequently indicated as areas of positive impact. All areas were seen as having increased compared to before the LDP, and this view was shared by participants as well as their observers. Thus, the positive impact of the LDP is traceable in many ways on an organisational level, including financial indicators and productivity ratings. Because these ratings were typically gathered three months after LDP, the type and amount of positive changes at the organisational level are not expected to be large. However, these rating indicate a positive trend.

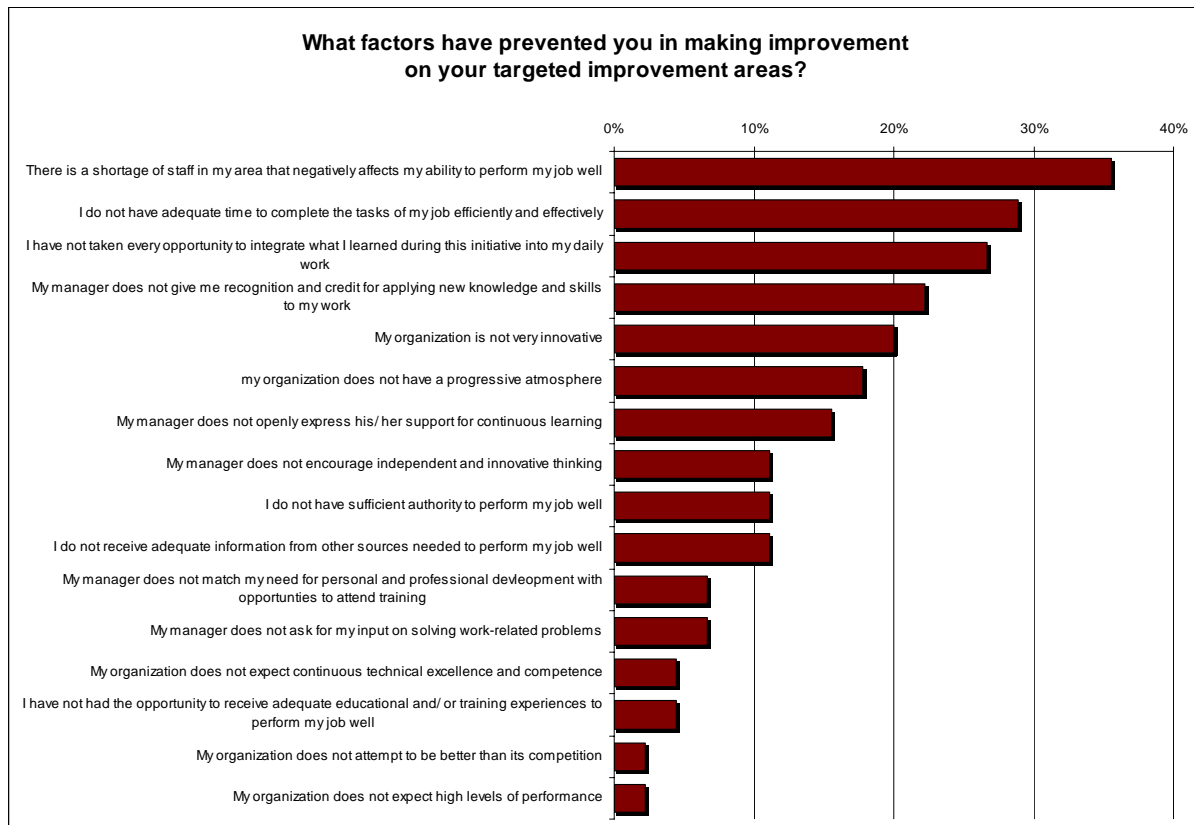
TRANSFER INTO THE WORKPLACE

We asked how successful participants felt they were in applying what they learned in LDP back to their workplace. On average, participants felt that they were somewhat successful in this (average of 2.24 on a 3-point scale), but few people felt they had completely reached the goals they set themselves.

Two questions explored this result further, asking participants themselves for facilitating factors and barriers to training transfer. The distribution of answers for these is displayed below.



High performance expectations within the organisation and for the organisation as a whole, practical help from one's manager, and the authority to implement the changes envisaged were seen most frequently as important facilitators for the transfer of new skills. Moreover, the fourth most important factor was to take every opportunity to integrate LDP learning with one's daily work.



Barriers to training transfer somewhat mirror the results of facilitating factors. The greatest barrier was structural - shortage of staff and time resources that prevented good performance of the participant. The second barrier was not having enough time. The third most important barrier was not taking every opportunity to apply and integrate what had been learned in LDP into one's daily work. While this factor is entirely within the control of the individual participant, it may be related to the fourth barrier; not receiving recognition or credit from one's manager for applying the new knowledge. As indicated below, 80% of the participants shared their goals with their boss. If bosses do not recognize and reward changed behaviour, it is less likely that participants will go to the effort.

A core aspect of the LDP is the value placed on feedback from others for the participants' personal development. This feedback helps participants assess the effectiveness and impact of the change efforts they are making. We asked 45 participants to what extent they told others back in their organisation about the changes and goals they had set for themselves, and whose help they were seeking. The answers were as follows:

- 36 (80%) participants had informed their boss about their development goals,
- 32 (71%) had informed their direct reports,
- 18 (40%) had informed a superior other than their boss,
- 16 (36%) had informed their peers, and
- 24 (53%) had informed someone other than those listed above.

This shows that the main sources of help that participants seek are within their line of hierarchy - either upwards (boss) or downwards (direct reports). The number of people informing their peers of their goals was surprisingly low. This result could be explained such that participants were afraid of being open with their peers, felt their peers were

competitive, or perceived that their peers would be less interested in helping them develop than someone who they work with more closely (boss or direct reports) would be.

■ APPENDIX A: QUOTES FROM THE INTERVIEWS

"I really took home a lot."

"The best training I ever had in my life."

"I'm much more aware of my behaviour and how that impacts other people."

"In one week I learned so much."

"I have the feeling now that I can build upon this experience for a long time."

"I'm so much more effective than I was before the course."

"I'm on a journey to develop myself and it feels good."

"The different cultures in the room really empowered the atmosphere in the classroom."

"It's a really intense relationship and has been created between people which were there and this type of experience I've never had before in training."

"It was to me very revealing, and it really helped me to make a change..."

"I feel reborn."

"I've been much more conscious and aware of when I am engaging with other people."

"I would say it gave me more, like quiet and easiness."

"I am very happy. As I said, this programme, I discovered myself, my roots, so it's a big change for me."

"The basic thing is to make sure that not only the manager, or the leader, but also the people working with him or her have a clear understanding of their role and responsibilities."

"But I must admit that this one, at the end of the week, all of us had the feeling like... this is something extraordinary."

"So I try much more to organize and set aside quality time especially with key people from my management team to reflect with them rather than to just share the solution I had thought of myself."

■ APPENDIX B: LDP FOLLOW-UP INTERVIEW PROTOCOL

Thank you for taking the time to speak with me today. I am sure you are very busy. This interview will take us about 30 minutes and what you say will be combined with information from other interviews. Your name and your organisation's name will not be shared in any reports.

(Note if recording: Ask for permission to record "For my own reference I would like to record our conversation, is that okay with you?" and offer to turn off the tape if the interviewee requests "If at any point in the interview you would like me to stop recording just let me know.")

We are conducting this interview in order to better understand the impact of our programmes.

I'd like to start by having you tell me a little bit about your experience in the LDP. What stands out for you at this point with respect to learning or insights you may have had?

Do you believe your leadership behaviours or capacities have changed as a result of this programme? What aspect(s) of the programme do you think contributed to this change or understanding, i.e., feedback, or other programme component?

Can you tell me a little about your goals and/or development plan which you created at the end of the programme?

In what ways have you been successful in implementing this plan?

What obstacles have you encountered? In what ways, if any, are you dissatisfied with your progress?

What kinds of support have you been able to put in place for your ongoing development (for example, if you did a pre-programme interview with someone in your company did you follow that up with a discussion about your development plan)? How has that been helpful?

Do you think others perceive these changes? How do you think others would describe these changes?

What benefits, if any, do you see to you work group or organisation as a result of changes you have made or work on your goals?

Were there any aspects of the programme experience (including assessment instruments, the Assessment-Challenge-Support model, or any classroom experiences) that seemed awkward or uncomfortable from a cultural perspective?

Were there any times during the programme that you would like to have seen more focus on cultural perspectives and issues?

Any last comments, such as things you would have liked to remove or include in the programme, etc?

Thank you for your time in assisting CCL with this feedback. Your candid input allows for ongoing assessment of our programmes and the impact on both personal and organisational levels. As an expression of the Center's appreciation for your time in conducting this interview, a copy of the final report will be emailed to you later this year.

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ABOUT THE CENTER FOR CREATIVE LEADERSHIP

The mission of the Center for Creative Leadership (CCL®) is to advance the understanding, practice and development of leadership for the benefit of society worldwide. We conduct research, produce publications and provide a wide variety of educational programmes and products to leaders and organisations in the public, corporate and nonprofit sectors.

Funding is derived primarily from tuition, sales of products and publications, royalties and fees for services. In addition, the Center seeks grants and donations from corporations, foundations and individuals in support of our educational mission.

Each year, some 20,000 individuals from more than 2,000 organisations participate in Center programmes worldwide. These organisations include more than two-thirds of the Fortune 100 and institutions from across the nonprofit, government and education sectors.

RECOGNIZED AS A TOP PROVIDER OF LEADERSHIP DEVELOPMENT WORLDWIDE

The *Financial Times* ranked CCL's open-enrolment programmes in the Top 10 worldwide for the seventh consecutive year in its 2008 special report on executive education. The Center's open-enrolment programmes also placed among the Top 5 in four categories: aims achieved, course design, teaching materials, faculty and follow-up. CCL is the only institution