



**FILLING YOUR LEADERSHIP PIPELINE,  
ONE MANAGER AT A TIME**

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Human Resource  
**Executive Webinars**

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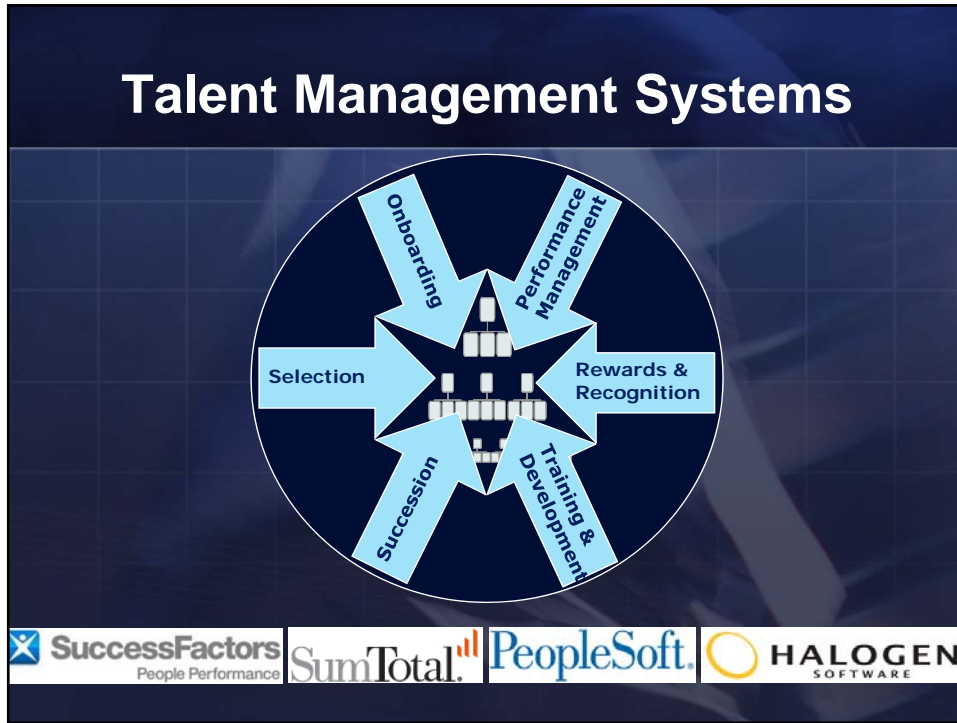


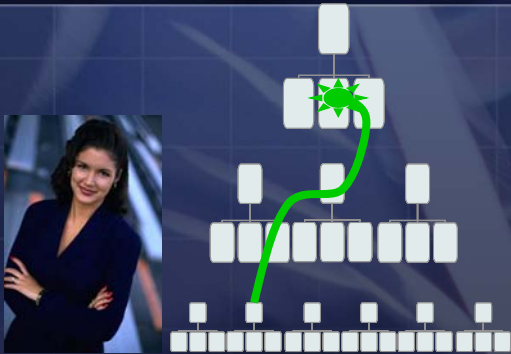
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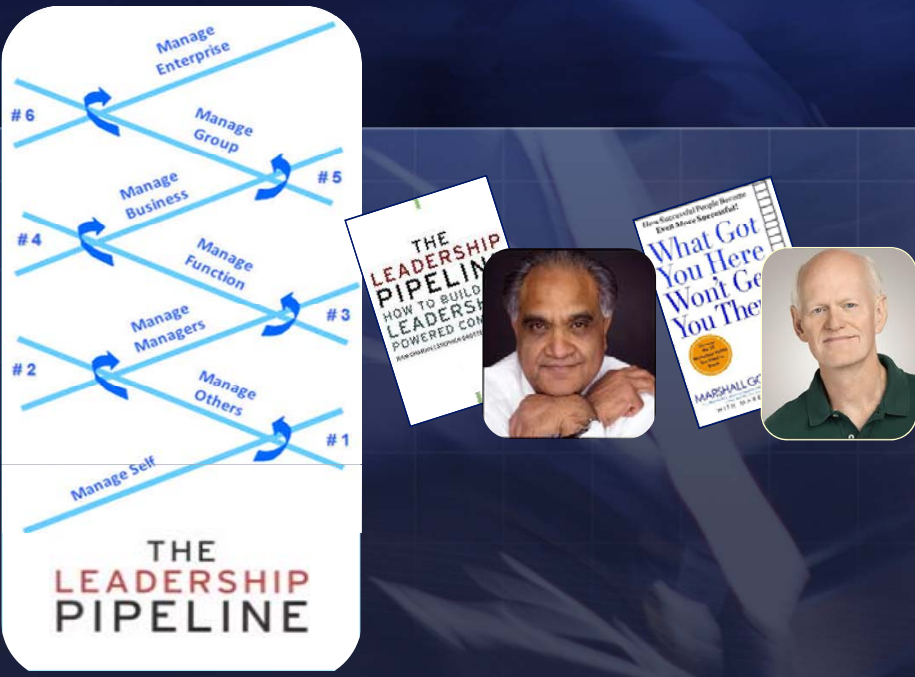
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A diagram showing a hierarchical organizational chart with a woman's photo on the left and a green arrow pointing upwards from the bottom level to the top level.

### What is the challenge?



A diagram illustrating the Leadership Pipeline with six levels: #6 Manage Enterprise, #5 Manage Group, #4 Manage Business, #3 Manage Function, #2 Manage Managers, #1 Manage Others, and #0 Manage Self. It also features two book covers: 'THE LEADERSHIP PIPELINE' and 'What Got You Here Won't Get You There'.

### THE LEADERSHIP PIPELINE

How to Build a Pipeline of Leaders Powered by the 10 Essential Leadership Skills

More Successful People Become Even More Successful!

### What Got You Here Won't Get You There

How the Best Run What Others Fail to Manage

MARSHALL GOLDEN  
WITH PETER POSNER

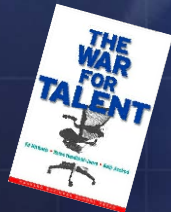
## Agenda

### *getting managers into and through your talent pipeline*

- What does the research say?
- Implications – Developmental? Psychological? Professional?
- Applications

## Big Picture

- Labor economy is a seller's market



- Deep concerns about talent mgt & succession (2004 Corporate Leadership Council)

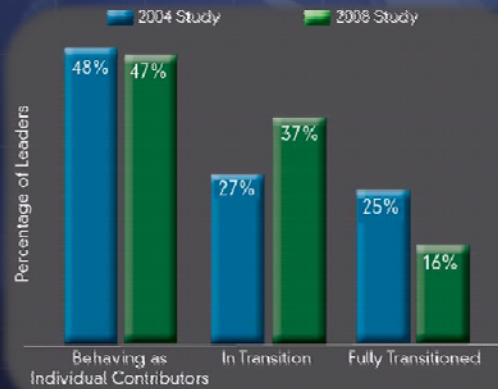
**90%**

Succession management is  
"a top corporate priority"

**6%**

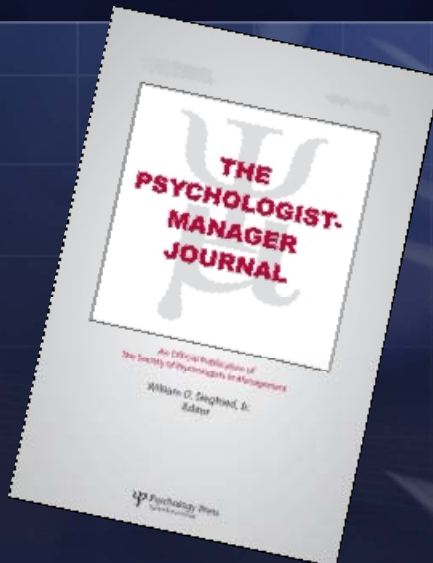
Are confident in current  
processes to "do the job"

- **Few leaders are behaving like leaders**



[www.emergegroup.com/why-emerge/research/leadership-research.html](http://www.emergegroup.com/why-emerge/research/leadership-research.html)

## Research



### Special Issue

June 2011 (vol. 14, issue 2)

#### *The Leadership Pipeline: Fad, Fashion, or Fact?*

- Literature review
- 2 empirical studies
- Practical summary & intervention tips

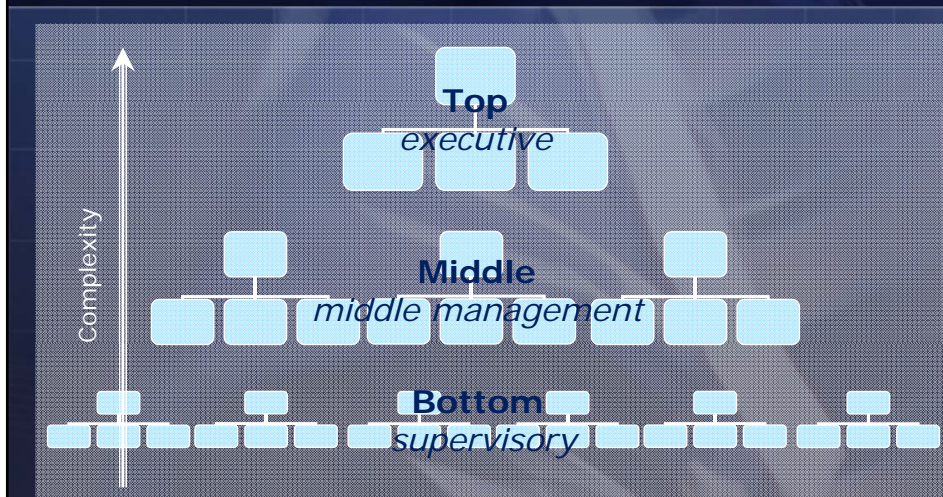
Kaiser (Ed.) (2011) *The leadership pipeline: Fad, fashion, or fact?* *TPMJ*

## Literature Review

- 3 distinct organizational levels
- Nature of work is qualitatively different at each level
- Quantum changes make transitions difficult

Kaiser, Craig, Overfield, & Yarborough (2011) Differences in managerial jobs. *TPMJ*

## Three Levels



Kaiser, Craig, Overfield, Yarborough (2011) Differences in managerial jobs. *TPMJ*

<b>Distinct Requirements</b>				
<i>Level</i>	<i>Time span</i>	<i>Responsibilities</i>	<i>Functional Activities</i>	<i>Primary Skills</i>
<b>Top executive</b>	Long (10 to 20+ years)	Performance of a business or portfolio of them	Create structure – identify and develop consensus about future, set direction, shape organizational culture to support strategy, set policy, coordinate internal and external environment, secure capital resources	Conceptual
<b>Middle middle management</b>	Medium (2 to 5 years)	Performance of multiple functional units or a division	Interpret structure – translate strategy and policy into operating goals and timelines, flesh out details of the "big picture," coordinate diverse functional units, serve as communication nexus throughout organization, allocate resources across functions	Interpersonal
<b>Bottom supervisory</b>	Short (2 weeks to 2 years)	Performance of small group or team within a function	Apply structure – assign tasks, execute operating plans, supervise and direct day-to-day production or service work, distribute resources to individuals or teams	Technical

Kaiser, Craig, Overfield, Yarborough (2011) Differences in managerial jobs. *TPMJ*

### Navigating Transitions

- Derailment is a persistent problem**

<p><b>50%</b> of executives estimated to eventually derail</p>	<p><b>33%</b> of "high pos" estimated to not go all the way</p>
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- Most derail during transition to the executive level**

Hogan, Hogan, & Kaiser (2010) Managerial derailment. *APA Handbook of I-O Psychology*  
Lombardo & Eichinger (2005) *Preventing derailment*. CCL Press

## Why managers derail (systemic)

- Little preparation: “sink or swim”
- Promotion based more on track record – less on potential
- Require significant adaptive change: strengths become weaknesses

Freedman (2005) *Swimming upstream. Filling the Leadership Pipeline*  
Lombardo & Eichinger (2005) *Preventing derailment*. CCL Press

## Why managers derail (behaviors)



Hogan, Hogan, & Kaiser (2010) *Managerial derailment. APA Handbook of I-O Psychology*

## Study 1: Behaviors-Effectiveness

Do the behaviors related to effectiveness *really* change with level?



Kaiser & Craig (2011) Do the behaviors related to effectiveness really change with level? *TPMJ*

### Method

- Predict **Superior** ratings of overall effectiveness with **Subordinate** ratings of behavior

### Sample

- 2,175 target mgrs
- 225 supervisors
- 1,457 middle mgrs
- 493 execs

### Behaviors

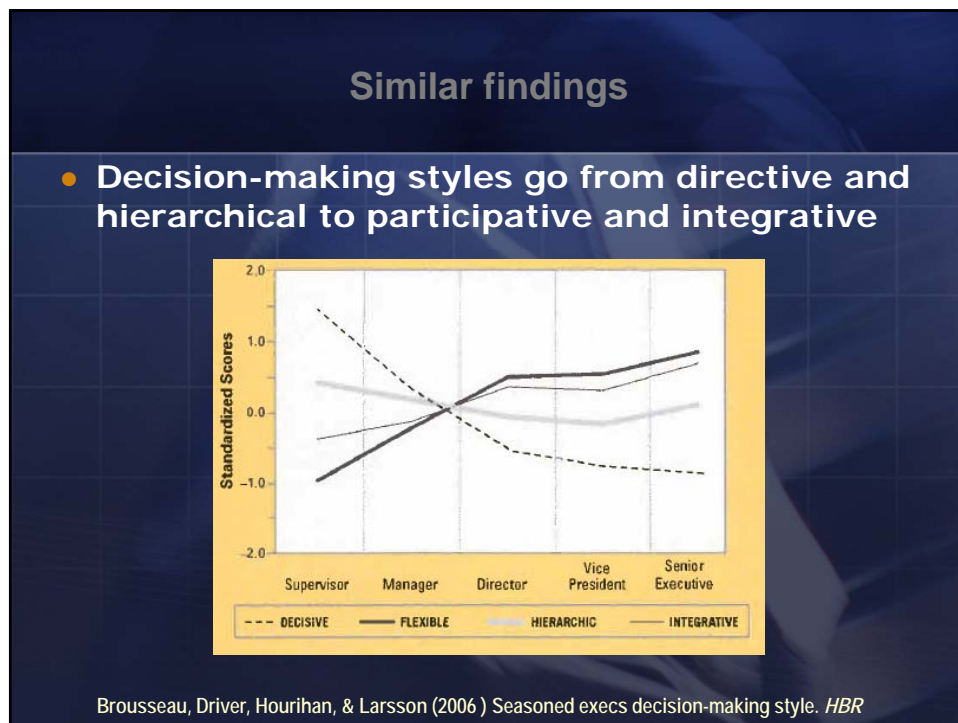
- *Learning Agility*
- *Work-Life Balance*
- *Directive Leadership*
- *Empowering Leadership*
- *Supportive Leadership*
- *Abrasiveness*
- *Lack of Follow Through*

Kaiser & Craig (2011) Do the behaviors related to effectiveness really change with level? *TPMJ*

### Different Success Formulae

	Supervisor $\beta$	Middle Manager $\beta$	Executive $\beta$
<i>Learning Agility</i>	<b>+.29***</b>	<b>+.19***</b>	<b>+.50***</b>
<i>Work-Life Balance</i>	<b>+.20***</b>	+.02	<b>-.20***</b>
<i>Directive Leadership</i>	+.12	<b>+.21***</b>	<b>-.19***</b>
<i>Empowering Leadership</i>	-.14	<b>-.12***</b>	<b>+.21***</b>
<i>Supportive Leadership</i>	<b>-.34**</b>	<b>+.17***</b>	+.05
<i>Abrasiveness</i>	<b>-.52***</b>	<b>-.22***</b>	+.03
<i>Lack of Follow Through</i>	+.12	+.06	<b>-.17***</b>
<i>model R<sup>2</sup></i>	<b>.24***</b>	<b>.25***</b>	<b>.39***</b>

Kaiser & Craig (2011) Do the behaviors related to effectiveness really change with level? *TPMJ*



## Study 2: Diff's in Competency Ratings

Do execs, middle mgrs, and supervisors get different patterns of high/low scores?



De Meuse, Dai, & Wu (2011) Leadership skills across organizational levels. *TPMJ*

### Method

- Compare coworker competency ratings for execs, mid mgrs, supervisors

### Sample

1,021 target mgrs

- 349 supervisors
- 431 middle mgrs
- 241 execs

### Competencies

- 67 *Lominger Leadership Architect* competencies (VOICES®)
- Rated on two 5-pt scales
  - "Skill level"
  - "Importance"

De Meuse, Dai, & Wu (2011) Leadership skills across organizational levels. *TPMJ*

## Results for “Importance” ratings

Of the 67 competencies...

- 53 (79%) *increased* in avg perceived importance across levels
- 13 (20%) were equally important at each level
- Only 1 *decreased* (Technical Learning)

De Meuse, Dai, & Wu (2011) Leadership skills across organizational levels. *TPMJ*

## Results for “Skill” ratings

Of the 67 competencies...

- 13 (19%) *increased* in avg skill level across levels
- 44 (66%) were about the same avg skill level at each level
- 10 (15%) *decreased* in avg skill level across levels

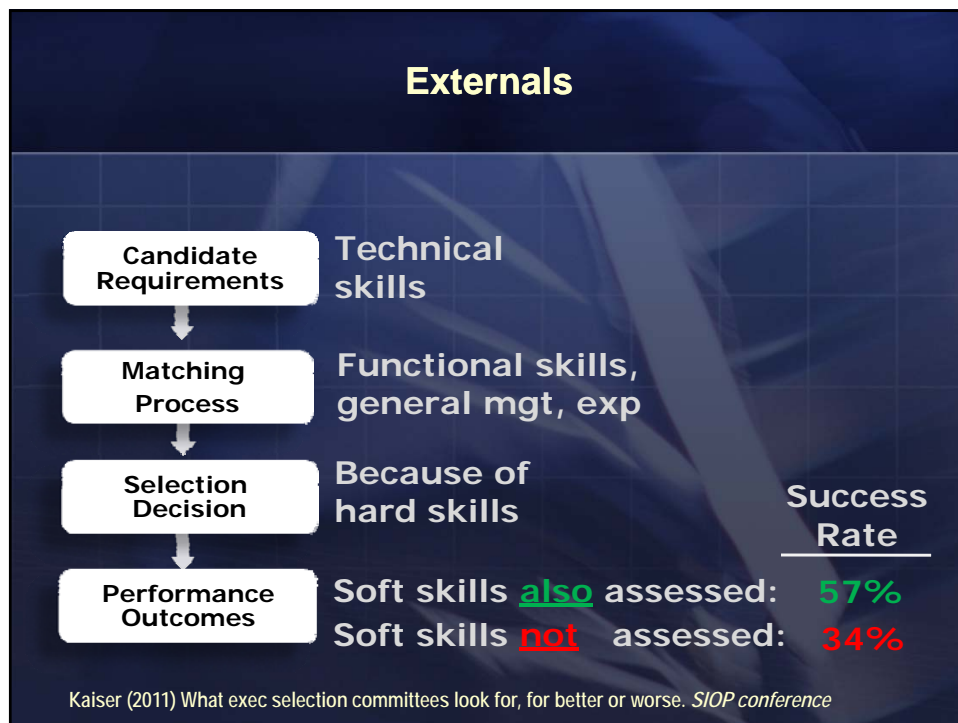
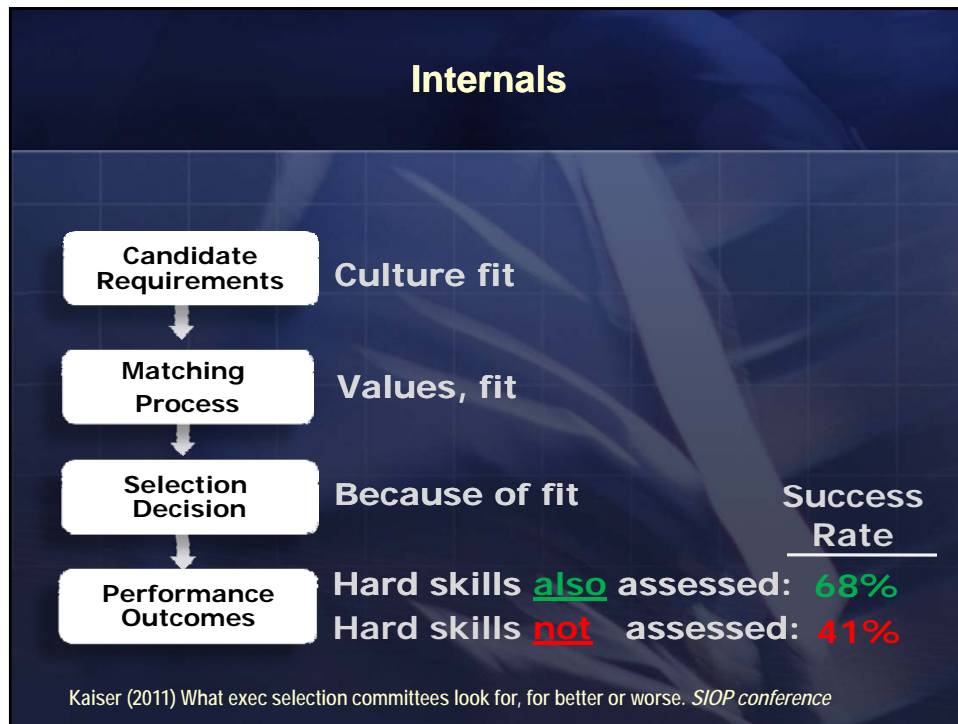
De Meuse, Dai, & Wu (2011) Leadership skills across organizational levels. *TPMJ*

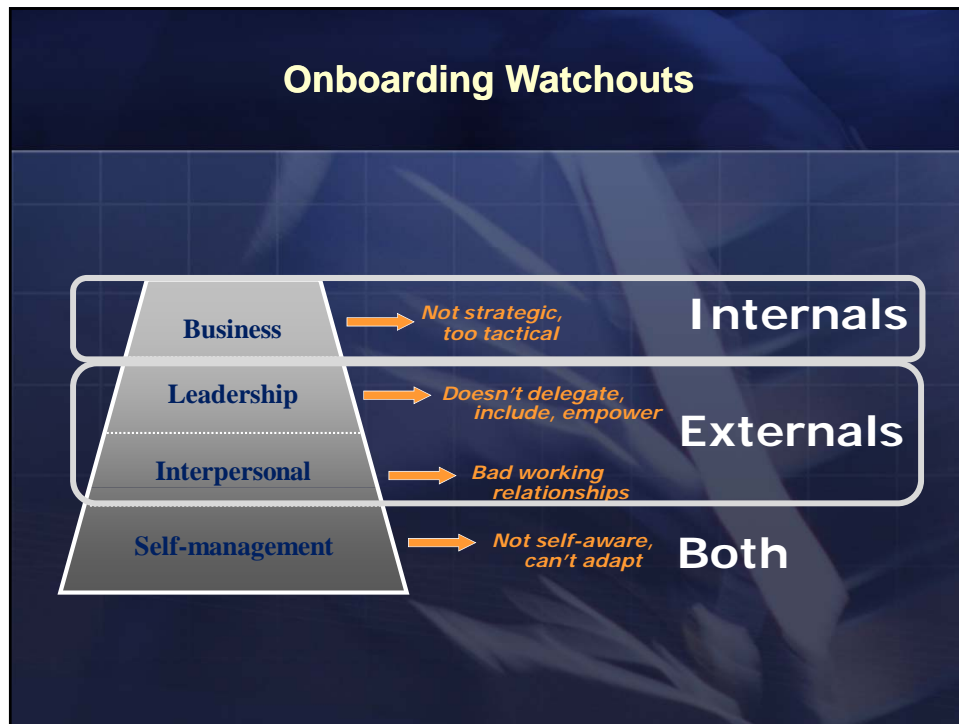
	<u>Skill Increases</u>	<u>Skill Decreases</u>
<b>Executive</b> 	<b>Business &amp; Strategy</b> <ul style="list-style-type: none"> <li>- Business Acumen</li> <li>- Strategic Agility</li> <li>- Perspective</li> <li>- Managing Vision</li> <li>- Creativity</li> <li>- Innovation</li> <li>- Political Savvy</li> </ul>	<b>Sensitivity</b> <ul style="list-style-type: none"> <li>- Patience</li> <li>- Listening</li> <li>- Approachability</li> <li>- Compassion</li> <li>- Caring about Direct Reports</li> <li>- Fairness to Direct Reports</li> <li>- Personal Disclosure</li> <li>- Humor</li> </ul>
<b>Middle Mgr</b> 	<b>Leadership</b> <ul style="list-style-type: none"> <li>- Motivating Others</li> <li>- Delegation</li> <li>- Command Skills</li> <li>- Managerial Courage</li> <li>- Confronting Direct Reports</li> <li>- Comfort around Higher Management</li> </ul>	<b>Technical</b> <ul style="list-style-type: none"> <li>- Technical Learning</li> <li>- Functional Skills</li> </ul>
<b>Supervisor</b>	<small>De Meuse, Dai, &amp; Wu (2011) Leadership skills across organizational levels. <i>TPMJ</i></small>	

## ***Internals vs Externals***

- **Externals:** brought in for "hard skills" (industry & functional exp, mgt skills), but fail for reasons related to "soft skills"
- **Internals:** promoted for "soft skills" (fit, relationships), but fail for reasons related to "hard skills"

Kaiser (2011) What exec selection committees look for, for better or worse. *SIOP conference*

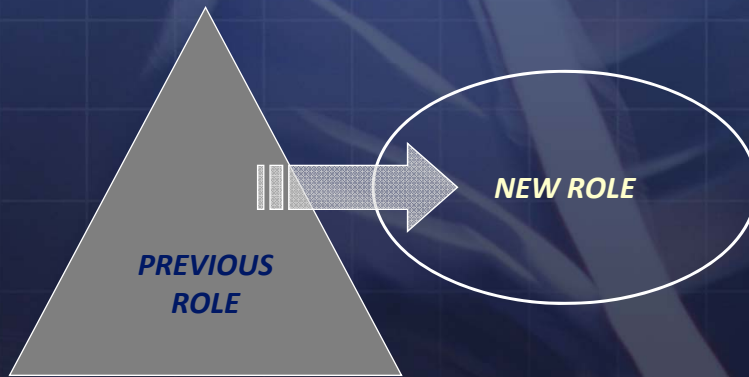




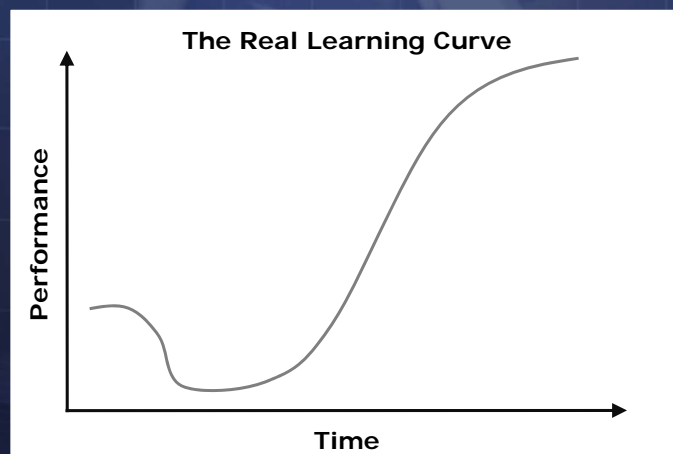
**What is the challenge?**

- Continuous learning
- Reinventing your leadership

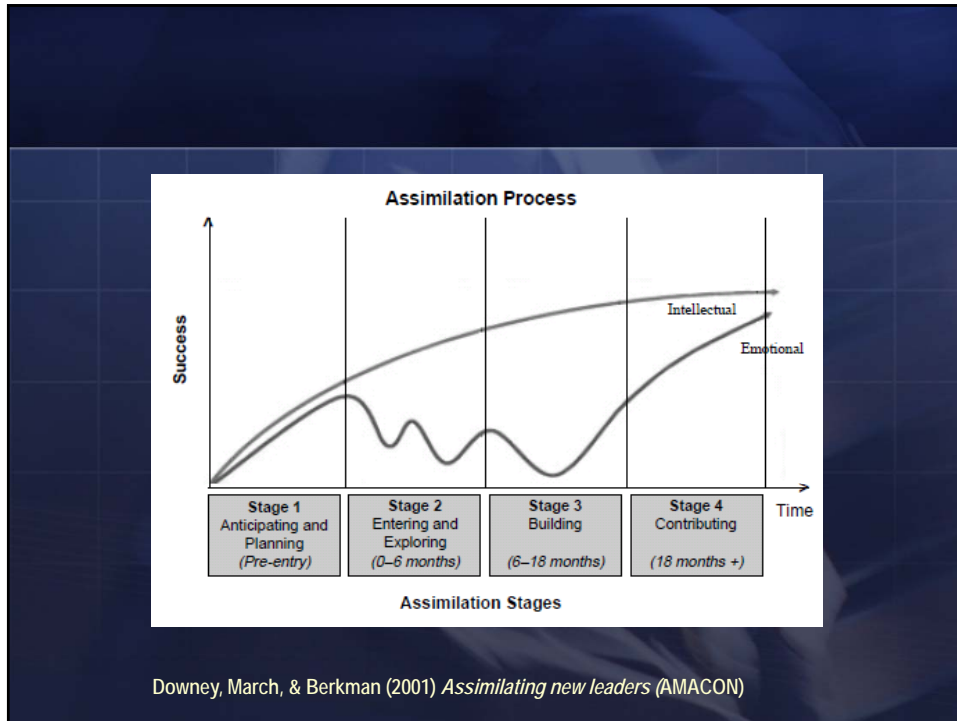
## *The Psychology of Transitions*

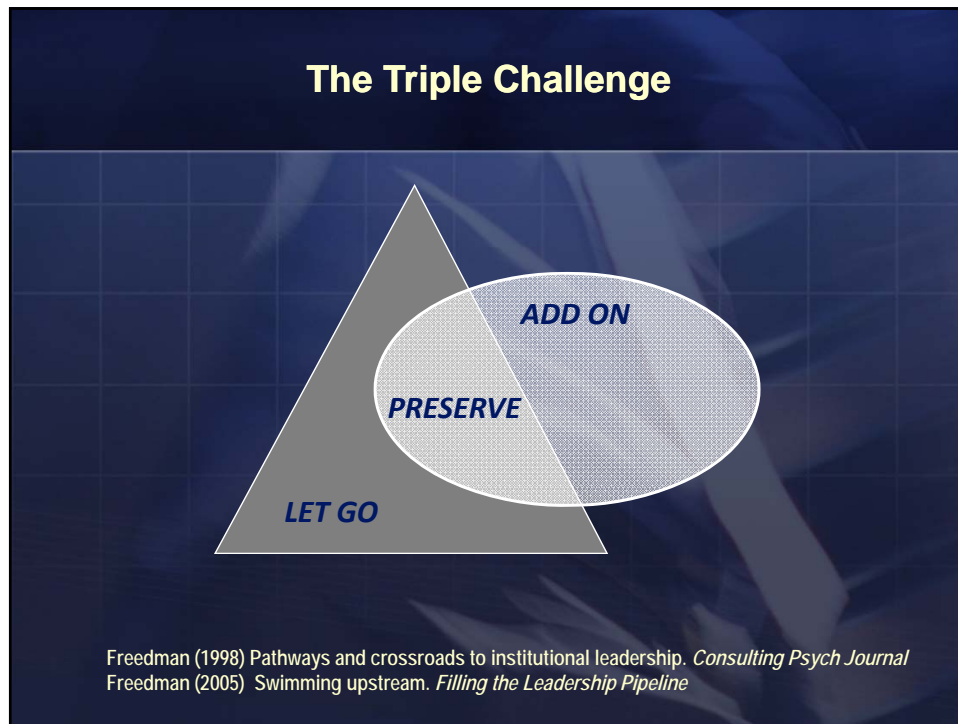


Freedman (1998) Pathways and crossroads to institutional leadership. *Consulting Psych Journal*  
Freedman (2005) Swimming upstream. *Filling the Leadership Pipeline*



Zaccaro & Banks (2004) Developmental work assignments for middle and upper level organizational leaders. *SIOP conference*





### From Middle Manager to Executive

Let go	Preserve	Add on
<ul style="list-style-type: none"> <li>• Directive Leadership</li> <li>• Hierarchical Decision-making</li> <li>• Tactical Focus</li> <li>• Supportive Leadership</li> <li>• W/L Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Agility</li> <li>• Ethics and Integrity</li> <li>• Networking</li> </ul>	<ul style="list-style-type: none"> <li>• Business Acumen</li> <li>• Strategic Agility</li> <li>• Vision</li> <li>• Creativity</li> <li>• Empowering Leadership</li> <li>• Political Savvy</li> </ul>

## Practical Approach to Transitions...

- 1 **Begin with end in mind: creating a transition plan**
- 2 **Development professionals' role in facilitating transitions**
- 3 **Active ingredients in effective transitions**

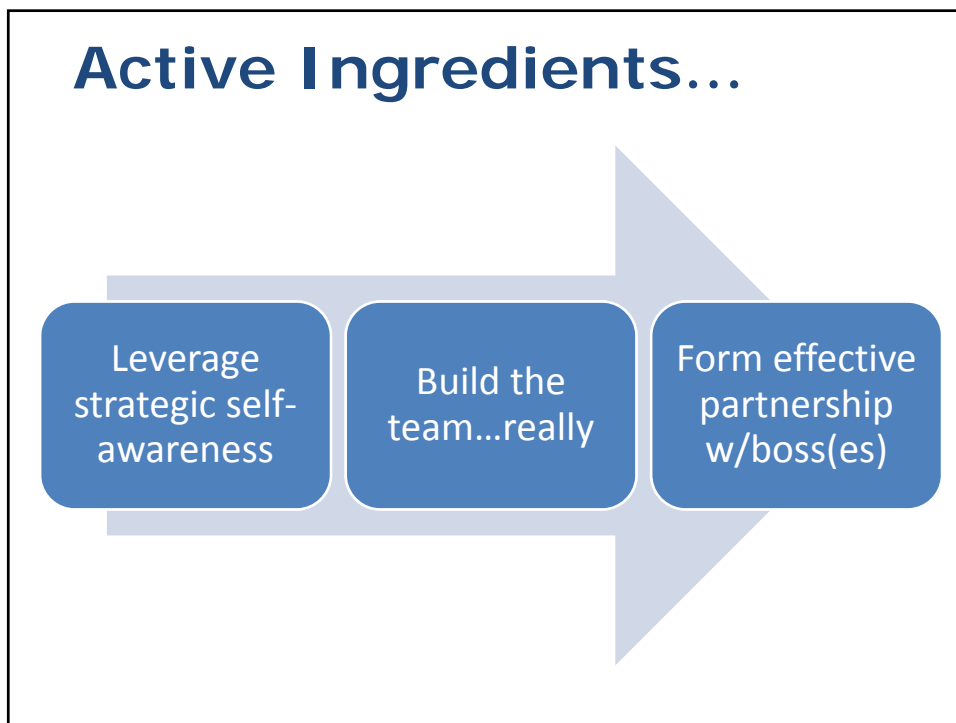
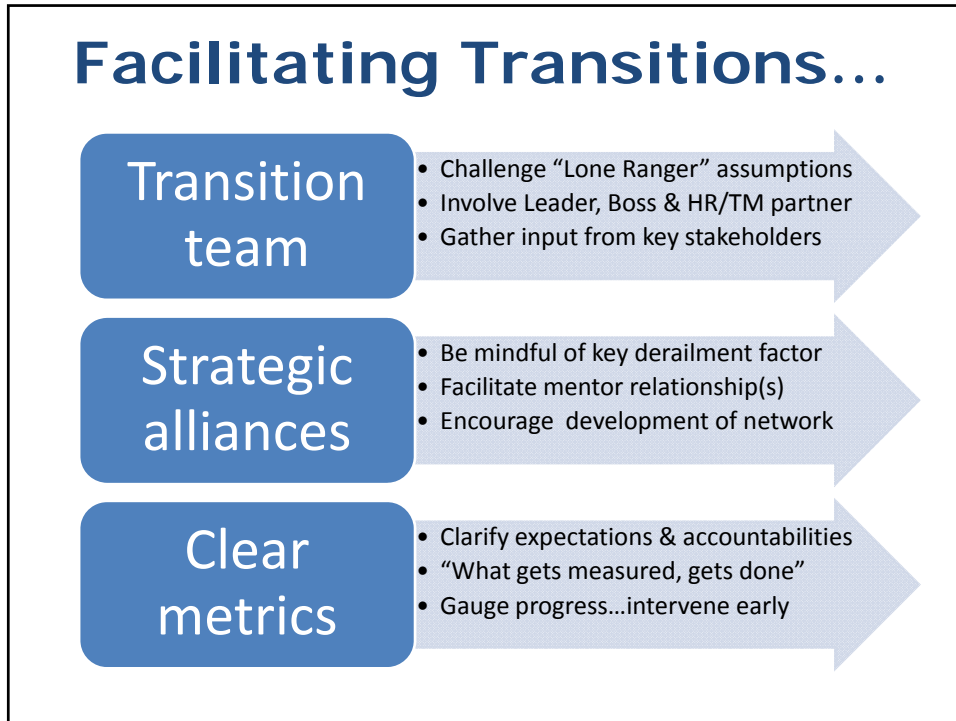
### Effective Transition Plan

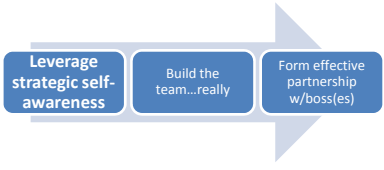
Strategic

Individualized

Flexible

Road map





**“Dark side” personality tendencies (Watch-Outs)**

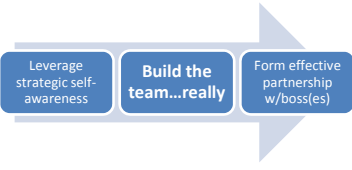
- Appear during times of stress (such as during a transition)
- Represent performance risk factors that
  - Disrupt relationships
  - Corrupt judgment
  - Hinder ability to build & lead a team

**Overused strengths**

- Same behavior can be asset or liability depending on role
- Behaviors reinforced by success are resistant to modification

**Novel knowledge, skills & abilities**

- Expand repertoire as required by new role
- Identify areas for growth/improvement



**Encourage mutual respect & trust – Learn about each others’...**

- Personal styles, values, preferences & motivators
- Backgrounds

**Clarify expectations for how team will work together...**

- Establish ground rules
- Agree on norms & standards of behavior

**Develop shared understanding of...**

- Significant business, organizational, & operational issues
- Challenges & opportunities facing the group

**Agree on initial...**

- Shared priorities
- Action plan for addressing them

Adapted from: Levin (2010). New leader assimilation process. *Consulting psychology journal*.

