

Major Project
Leadership Learning:
A Leap of Faith

Master of Arts in
Leadership and Training
Royal Roads University

Laurie Hillis
MA LT 2
April, 1999



National Library
of Canada

Acquisitions and
Bibliographic Services

395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque nationale
du Canada

Acquisitions et
services bibliographiques

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-41806-5

ACKNOWLEDGEMENTS

There are many people to whom I owe a debt of gratitude in the completion of this research.

To the 358 The Alberta Treasury Branches learners who openly shared their hearts and minds with me, in the classroom and throughout the research period. Particularly, thanks to those who took time to respond to the program survey and those who gave up additional time for focus groups and one-on-one interviews. The opportunity to dialogue your learning face-to-face was such a powerful and moving experience. Thank you.

To the ATB Corporate Learning Centre, in particular Sandy Chipchar, Bonnie Tamura and Leslie Blackburn who have been constant sources of support. Thank you.

To the Banff Centre for Management for its strong support throughout this journey. To Doug Macnamara, Larry Hulsmans, Katherine Hayworth, Marjorie Lewis and Gaetano Mazzuca, thank you. To Sue Murray, thanks for the transcription services.

To the faculty team at the Banff Centre for Management and the Pacific Centre for Leadership, who shared these experiences with me. In particular, special thanks to Dr. Bastiaan Heemsbergen for providing a most encouraging spirit.

To the Royal Roads Master of Arts in Leadership and Training Program and in particular my Faculty Advisor Dr. Nancy Greer for her competence and caring.

To Ron Lavender, my partner whose support and patience for me is amazing.

Laurie

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
EXECUTIVE SUMMARY	iv
CHAPTER ONE – STUDY BACKGROUND.....	1
The Opportunity (Problem)	1
Impact/Significance of the Problem.....	1
Potential Causes of the Problem	3
CHAPTER TWO – LITERATURE REVIEW	5
Review of Organizational Documents	5
The Alberta Treasury Branches	5
The Banff Centre for Management.....	7
Review of Supporting Literature.....	9
Leaders and Leadership	10
Leadership Development	12
Adult Education and Experiential Learning.....	16
Competency Development.....	21
Appreciative Inquiry and Program Evaluation.....	25
CHAPTER THREE – CONDUCT OF RESEARCH STUDY	29
Research Methods.....	29
Data Gathering Tools	30
Study Conduct.....	32
Limitations of the Research.....	35
CHAPTER FOUR – RESEARCH STUDY RESULTS	37
Introduction	37
Demographics	37
Survey Results	38
Program Components	38
Program Modules	43
Reflection Questions	48
a) Reflect back on your time in Banff. What stands out for you as your most memorable learning experience?	48
b) What made this event such a memorable learning experience?	53
c) How has this memorable experience translated into changes in your leadership behaviour on-the-job?.....	57
Focus Group Meetings and One-on-One Interviews	61
Thirteen Unanticipated Themes	61
Study Conclusions.....	69
Study Recommendations	77

CHAPTER FIVE – RESEARCH IMPLICATIONS	82
Organizational Implementation	82
The Alberta Treasury Branches	82
The Banff Centre for Management.....	83
Future Research	84
CHAPTER SIX – LESSONS LEARNED	86
Research Project Lessons Learned	86
What Worked Well	86
What Could Have Worked Better	87
REFERENCES.....	88
APPENDIX A	A
Leading Toward 2000 Program Outcomes	A-1
Leading Toward 2000 Philosophical Underpinnings	A-2
Leading Toward 2000 Detailed Content Outline	A-3
Leading Toward 2000 Competency Map	A-6
APPENDIX B	B
Leading Toward 2000 Letter of Consent.....	B-1
Leading Toward 2000 Program Evaluation Abstract	B-4
Leading Toward 2000 Leadership Program Survey	B-5
Leading Toward 2000 Program Survey -- Glossary	B-9
Questions for Focus Group or 1:1 Meetings	B-13
APPENDIX C	C
Demographics of Survey Respondents	C-1
Program Components, Additional Statistics.....	C-3
Program Modules, Additional Statistics	C-9
Focus Group and One-on-One Interview Report Themes.....	C-13
About the Learners	C-14

EXECUTIVE SUMMARY

Leadership Learning: A Leap of Faith is a collaborative research project which results from an agreement between The Alberta Treasury Branches (ATB), The Banff Centre for Management (BCFM), and Laurie Hillis, a graduate student completing the Master of Arts in Leadership and Training program at Royal Roads University, Victoria, British Columbia.

The Alberta Treasury Branches and The Banff Centre for Management have a strategic partnership to develop leaders. The Leading Toward 2000 leadership program was customized for ATB by The Banff Centre. The opportunity being explored during this research was to determine what interventions in a leadership development program make a difference to participants' learning and their ability to demonstrate that learning on the job six months post-training.

The first fifteen Leading Toward 2000 programs were held from September, 1997 to February, 1998. The 358 participants from these fifteen programs form the research subjects for this study. A variety of methodologies were used to gather data, including: a program survey, reflection questions, focus groups, one-on-one interviews, researcher journal entries and anecdotal information. Action research was used and the cycle phases of plan, act and observe were used through the research timeframe of August, 1998 to April, 1999.

Ten study recommendations have been developed for three audiences, as follows:

A. For Sponsoring Organizations:

1. Leadership development programs such as Leading Toward 2000 may result in unanticipated individual and organizational outcomes. Sponsoring organizations may need to consider further interventions such as: follow up learning opportunities, expanded communication vehicles, and individual feedback.
2. Post-program organizational support must be formalized to maximize the value of the leadership program.
3. Competency development and feedback initiated during a learning event need to be continued post-program.
4. Shaping its new culture means ATB must link the future with the past to ensure it retains the best people in the organization.
5. Learning in an off-site retreat affords a higher level of reflection, integration and networking.

B. For Program Designers, Faculty and Facilitators:

6. Customized programs are crucial to successful leadership development.
7. Selection of facilitators and faculty for the program are crucial to the success of the program.
8. Experiential learning, both indoor and outdoor, are critical components to a transformational leadership development program.
9. Build self-awareness and self-assessment tools early into leadership development programs.

C. For Individual Learners:

10. Prepare yourself for transformational learning by being open to new experiences, new competency growth and perhaps unanticipated learning.

There are numerous interesting areas to further explore as a result of this research. Questions arise such as: how to further maximize the learning impact, how to evaluate the organizational impact of the intervention, and how to encourage on-going learning and behaviour change.

The researcher hopes this Major Project will result in a strategic approach to the development of leaderly learners within The Alberta Treasury Branches and other organizations. The unique experience of being both a student and an action researcher has been a powerful reminder that we are all truly life-long learners.

CHAPTER ONE – STUDY BACKGROUND

The Opportunity (Problem)

What interventions in a leadership development program make a difference to participants' learning and their ability to demonstrate that learning on the job six months post-training?

The primary objective of this research was to examine the impact of the **Leading Toward 2000** leadership program. Participants included a potential sample of approximately 358 participants from the Alberta Treasury Branches (ATB) who took part in 15 training programs between September, 1997, and February, 1998.

The research included specific components and modules as follows:

- pre- and post-360° competency-based feedback,
- 32 to 36 leadership competencies (4 levels of competency development),
- a seven day intensive residency, covering various components, modules and methodologies,
- one-, three- and six-month follow-up processes, and
- on-the-job learning, practice and reinforcement.

The purpose of this research was to gain a clear understanding of which interventions had the most impact on individuals and their ability to operationalize their learning in behaviours on-the-job in the six months following attendance at the program. Due to the time span of the research period participants may have attended the program from six months to ten months prior to the research being conducted. The information gained from this action research project will be used to make recommendations for future program enhancements.

Impact/Significance of the Problem

Like Alberta Treasury Branches, many organizations have invested significant resources in leadership training and learning without measuring the effectiveness of the program except, in a few cases, through the use of "reaction sheets" (Kirkpatrick, 1994). Alliger and Janak (1989) suggest that reaction measures cannot replace other measures. They agree that gauging learners' attitudes is important, but the gauging of attitudes does not indicate learning, behaviour change or organizational results.

If they wish to recognize significant resources invested in leadership training, organizations must explore the question of evaluation. They must be able to quantify and qualify the learning that has occurred and, then, build an infrastructure that insures continuous learning for individuals, teams and organizations. In his research on transforming managers into leaders, Conger

(1992, p. 218) emphasized evaluation in leadership training: "Given the critical importance of the subject and the enormous resources expended annually by corporations, we can only hope that such explorations will become more commonplace and more extensive."

To be understood in today's workplace, we must be able to identify why learning occurs, what components have the most impact on individual learners and whether learning has long-term consequences. From a program designer's viewpoint, diagnoses of feedback are crucial as a basis for informed, intelligent decisions about future adjustments in programs. Conger (1992, p. 189) suggests that "...designers do not fully appreciate the mechanics of their own techniques or, more accurately, do not know how to package the experiences they offer in more effective ways."

To further support the need to explore the impact of this program, ATB recently conducted an employee survey (Tudor Williams, April 1, 1998) with 3,950 employees. They assessed 10 areas of the organization using 117 questions. A total of 2,279 responses were received. This return represented a response rate of 57.7%. Of those responding to the survey, 13% had completed the Leading Toward 2000 program, the focus of this research.

Key data and responses included in the survey (ATB Employee Opinion Survey, Tudor Williams, April 1, 1998) and related specifically to the Leading Toward 2000 program were relevant to this Major Project:

- A sample size of 289 individuals who had completed the "Leading Toward 2000" program were among the "... most satisfied groups with single aspects of working at ATB". They responded positively to question #21 "ATB helps me acquire the skills and knowledge to stay competitive in my job and to support my career development." (p. 27);
- "... people who have taken the Leading Toward 2000 course were significantly more positive about work unit changes supporting changes in business direction." (p. 14);
- "... those who took the Leading Toward 2000 course were much more positive compared with other employees about ATB funding continuous learning." (p. 16);
- "... the largest positive responses to this item (ATB's willingness to fund continuous learning, largest advances 1997 to 1998), came from those who participated in the training courses, particularly Leading Towards 2000. The demographic groups most supportive were males and older, long service employees." (p. 23);
- "... the items about morale showed a decline of 15% from 46% to 31%, the .. highest responses [showing a decline of negative morale] were from those who have taken the Leading Toward 2000 course." (p. 24)

In a recent address to a group of ATB participants attending a learning event at the Banff Centre for Management (January, 27 and February 11, 1999), C.E.O. Paul Haggis stated that ATB had a "... remedial training bill of \$10 - \$15 million". He

further noted that the programs being conducted at the Centre were having an impact and that "... significant changes in people's attitude and self-confidence were occurring...".

C.E.O. Haggis commented that the achievement of ATB's vision was dependent upon self-confident employees, willing to be proactive and to make decisions to take advantage of the opportunities presented in the current dynamic financial services industry. In a recent Conference Board of Canada study, David McIntyre (July, 1997, p. 6) states that it is the CEO's vision and values that are "... the most important factors ..." influencing management and executive development programs within Canadian organizations. McIntyre further states "... leadership is the number one skill responding companies want to develop today ..." and leadership development out-ranked the second choice, managing change, by almost two to one.

To continue to increase the leadership competencies of their people and to maximize the value of every dollar spent, ATB needed to evaluate their training investment.

Potential Causes of the Problem

Why do organizations not evaluate the leadership training investments made within their organizations? Kirkpatrick (1994, p. 19) suggests several reasons that explain why organizations rarely go further than traditional "smile" sheets in the evaluation process.

Some organizations do not give the topic importance or urgency. Others do not know what to do or how to do evaluation. Some do not sense pressure from higher management to do more. And, of course, many organizations have other things that are considered more important.

Some additional, although admittedly hypothetical thoughts about this issue are:

- the outcomes may not be clearly defined up front that makes measurement difficult;
- the unique individual characteristics of the participants, i.e., their motivation and sense of self-efficacy creates differing expectations of the program;
- the lack of awareness on the part of program designers to incorporate various learning methodologies results in gaps between the type of learning to be acquired and the strategies used;
- the lack of competence or experience in the measurement of outcomes by program designers leads them to ignore such measurement;

- the lack of longer term relationships with attendees at such programs results in short-term transfer evaluation only;
- the difficulty of isolating a training intervention from other initiatives being undertaken in an organizational context;
- the assumed causal linkages among the levels of program evaluation introduced in Kirkpatrick's taxonomy (1994) may cause misunderstandings and underscore the "... problematic nature of these assumptions" (Alliger and Janak, 1989, p. 340). Kirkpatrick's taxonomy and its relevance to this project are discussed further in the literature that follows, in Chapter Two of this Major Project.

CHAPTER TWO – LITERATURE REVIEW

Review of Organizational Documents

Two organizations were central to the research conducted in this Major Project.

The Alberta Treasury Branches

The Alberta Treasury Branches is a provincially-owned Alberta-based financial institution with 148 branches, 129 agencies, 200 automated banking machines, and more than 3,100 employees in 109 communities across the province. Its roots trace back to 1938 when it was set up to accommodate Albertans' banking needs during the Depression. ATB currently has 30% of the market in rural Alberta and an overall market share of 11% in the province. In October of 1997, ATB became a crown corporation, ending 59 years as a government department.

Significant changes have occurred within the organization over the past year. Chairman of the Board, Marshall Williams, and President and CEO Paul Haggis, describe these changes in ATB's Here Today.. Here Tomorrow Business Plan 1998-2001 (p. 1), in the following way:

- “A new Board of Directors set a clear direction with strong business discipline.
- A new CEO and leadership team took action to revitalize and renew ATB.
- A new organization structure was established with three key business areas and 13 regions serving the province.
- Marketing efforts and new products have helped in establishing ATB's reputation as ‘Alberta's First Choice.’
- New legislation gives ATB the flexibility to expand products, attract and retain employees, and improve our ability to compete with other financial institutions in the marketplace.
- New training programs, a permanent ATB Corporate Learning Centre and new compensation programs will help achieve the objective of recruiting and retaining the best people.
- A review of ATB's information technology capabilities is well underway to assess our customers' needs.
- A thorough review of all non-performing loads was undertaken and the result has improved the quality of the balance sheet.
- A fiscally sound base has been established, clear policies have been set to guide lending decisions, and a strong commitment has been made to return ATB to profitability.”

What does the future hold for ATB? ATB's vision is stated as follows:

“Alberta’s first choice for financial services in three target market areas: individual financial services, agricultural operations, and independent business. Albertans investing in Alberta.” (Here Today.. Here Tomorrow Business Plan 1998-2001, p. 4)

ATB’s values are:

- service to customers,
- support for our staff,
- integrity, and
- accountability. (Here Today.. Here Tomorrow Business Plan 1998-2001, p. 4)

In their February 1, 1999 draft Business Plan (Recharged and Ready Business Plan 1999-2002), significant changes have already taken place. “ATB is recharged and ready to take on an exciting future of opportunity as a distinctly different financial institution serving Albertans’ needs” (p. 2). Major achievements noted for this fiscal year include the following:

- strong financial performance over targets and complete elimination of its deficit,
- investment in technology to better serve customers,
- on track to comply with the year 2000 technology issues,
- new and more flexible products for customers in their three target market areas,
- celebration of 60 years of service to Albertans,
- continued commitment to staff with a strong focus on training and ensuring the best and most capable employees are a part of ATB.

Today the Canadian financial services industry is undergoing many profound changes. These changes include “...new products, new vistas, regulation, de-regulation, government controls, mergers, acquisitions, [and the development of] overseas branches.” In addition, the changing expectations and demographics of consumers lead to “...higher expectations of professionalism in their day-to-day financial services experience.” (The Institute of Canadian Bankers, 1997 Annual Review The Strategic Challenge, p. 1)

The Institute of Canadian Bankers is benefiting from this flux in the financial services industry. It reports record educational enrolments. This enrolment represents an increase of 40% over 1996, with “15% of Canadian bankers now taking one or more Institute courses.” (The Institute of Canadian Bankers, 1997 Annual Review The Strategic Challenge, pp. 3-4)

ATB has just achieved an \$85.4 million profit for the year ended March 31, 1998, compared to a \$124.3 million loss last year. President Paul Haggis was quoted in the Financial Post on June 3, 1998 as follows: “...the stars don’t line up like this very often,” and “... ATB is accelerating its plan to become a public company so it can buy new assets and increase its market reach if the big bank mergers are approved”. ATB is “...modelling itself after the successful super-regional banks in the U.S.” and has plans to go public within 3 years, or sooner.

ATB's new focus revolves around three key business goals. These goals are stated as: focusing on the three core target markets identified in their vision, increasing profitability and getting the "best value" for every dollar spent. Embedded within these goals is a strategy to provide customers with "... highly knowledgeable staff who can solve problems, give sound advice and respond quickly to their needs" (ATB's Here Today.. Here Tomorrow Business Plan 1998-2001, p. 5). ATB's commitment to this strategy is stated as "... invest in our staff by introducing incentive compensation plans and pay related to performance, as well as by expanding training opportunities" (ATB's Here Today.. Here Tomorrow Business Plan 1998-2001, p. 5).

These initial goals have been further reinforced in the current business plan (Recharged and Ready, February, 1, 1999, p. 7-9). The three clear goals include:

1. **Prudent Growth** by expanding markets and customers in three target areas: individual financials services, agri-industry and independent business. "The key to achieving our growth targets lies in three critical areas: people, processes and infrastructure."
2. **Managing Expenses** by getting the best value for every dollar spent, by simplifying processes, eliminating unnecessary steps and by centralizing processes.
3. **Optimizing Profits** by following growth and expense management strategies, and by using new training, tools and technology.

The Leading Toward 2000 program which is the subject of this research is the flagship training program offered to help the organization and individuals with this journey. Appendix A-1 provides an overview of the Leading Toward 2000 program outcomes, philosophical underpinnings, detailed content outline, and the Competency Map.

The Banff Centre for Management

The Banff Centre for Management (BCFM) is a highly acclaimed Alberta-based learning institution which is celebrating its 45th anniversary. The Centre's roots date back to 1953 when it recognized a need to provide management education to senior and mid-managers. Over the years, the Centre played a role in support of the School of Fine Arts.

Doug Macnamara, Vice President of The Banff Centre and General Manager of The Banff Centre for Management talks about the "quiet revolution" underway over the past few years at the Centre. The Centre is known to be "... dedicated to the professional development of executive and mid-level leaders and managers" (Building a New Generation of Leaders, 1998/99 calendar, p. 1).

The Banff Centre for Management prides itself in providing "... enduring, transformational learning which enables individuals, organizations and

communities to achieve outstanding success” (Building a New Generation of Leaders, 1998/99 calendar, p. 1).

“Becoming a truly effective leader and manager is a process of continuous learning, self-discovery and personal development. To be successful leaders and managers, individuals must first know and understand themselves, their personal values, priorities, energy cycles, their weaknesses and their strengths. They must then equip themselves with the necessary behavioural skills or competencies required to be truly effective.” (The Banff Centre for Management, General Leadership & Management Programs, p. 1)

The BCFM offers a unique learning experience in many ways:

1. It offers competency focused learning, and has utilized their competency mapping process with hundreds of organizations and thousands of learners over the past five years.
2. Its programs provide 360° feedback based on competencies to develop leadership behaviours. An individualized learning contract helps learners track their own learning successes.
3. It integrates innovation and creativity into leadership programs through a partnership developed with the renowned artists at The Banff Centre for The Arts.
4. It prides itself with its extensive use of experiential learning approaches in leadership development programs.
5. It chooses faculty for their diverse ability to weave real-life experience, pragmatism and academic credentials into the seamless delivery of high quality curriculum.
6. Its follow-up processes are personal and individual contact is initiated at one, three and six-month intervals (Building a New Generation of Leaders, 1998/99 calendar, pp. 2-3).

The Centre offers their programming expertise both via public programs and through customized programming. The key areas in which they have recognized expertise include:

- Leadership development
- Strategic management
- Organizational change
- Business process improvement and systems design
- Government relations
- Board governance
- Team building and facilitation skills
- Performance management
- Communication skills
- Quality and service leadership

BCFM targets these programs to executive and mid-management levels, to community leaders, to the not-for-profit sectors, to aboriginal leadership and self-governance, to police organizations, and to environmental leadership. They also sponsor symposia in such areas as health care and offer strategic consulting services.

The BCFM is guided by the following vision:

“The Banff Centre for Management will continue to be the acclaimed leading centre in Canada and one of the top 5 in North America for the professional development/strategic retreats for senior and mid-level leaders from business, government, Aboriginal and not-for-profit communities. In doing so, we will operate in a financially self-sufficient manner.” (Building a New Generation of Leaders, 1998/99 calendar, p. 17)

Their mission speaks about the “... fundamental transformation in individuals, organizations and communities,” about “... building peak performance character,” and about the creation of “... environment and processes that challenge,” people to pursue excellence (Building a New Generation of Leaders, 1998/99 calendar, p. 17).

The Centre has been undergoing much change as it re-shapes itself and its programs to be responsive to the needs of their customers in a time when government funding has been significantly reduced and competition heightened. This research project has relevance to BCFM as a source of organizational learning for the development of future business partnerships.

The Banff Centre for Management and Alberta Treasury Branches have enjoyed a successful first year partnership with the Leading Toward 2000 program, which has now been conducted twenty-one times. A second programming year has been extremely successful, entitled The Art of Managing Performance. This second program was built on many of the findings contain in this action research. The BCFM looks toward continuing this successful partnership into the future.

Review of Supporting Literature

“Evaluating literature is evaluating an art form – each of us might come to a very different conclusion about the same reading.” (Fear, 1997, p. 5)

“How you think can be like weaving a piece of cloth but not a regular one ... one woven of ideas. This is your **thought cloth**. As you come to know ideas and experiences, you begin to link them together in ways that make sense to you...Each researcher weaves differently and will therefore weave a different thought cloth.” (Kirby and McKenna, 1989, p. 57)

Leaders and Leadership

“Leadership is a word that has risen above normal workaday usage as a conveyor of meaning. There seems to be a feeling that if we invoke it often enough with sufficient ardor we can ease our sense of having lost our way, our sense of things unaccomplished, of duties unfulfilled.

All of that simply clouds our thinking. The aura with which we tend to surround the words leader and leadership makes it hard to think clearly. Good sense calls for demystification.” (Gardner, 1990, p. 1)

Leadership is everywhere! It is difficult to imagine a topic that has been discussed with more mysticism, cynicism, optimism or frequency. From the early times of Machiavelli, Plato and Rousseau, the topic of leaders and their development has been a fixation. Bennis (1959, p. 259-260) states,

“...ironically, probably more has been written and less known about leadership than any other topic in the behavioral sciences. Always, it seems the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity.”

Truly it is a topic that has held, and continues to hold interest for many.

The search for a clear and concise definition of leadership seems, at best to be fruitless, since every author defines it in a slightly different manner. Perhaps the best definition rests in the mind of the reader, or evolves as a personal philosophy in the mind of the quester. A couple of definitions which has served me well in my journey to understand the intricate subject of leaders, leading and leadership development follows:

“Leadership is the art of integrating results and heart.”
(Koestenbaum, 1991, p. 25)

“The art of leadership: liberating people to do what is required of them in the most effective and humane way possible.” (De Pree, 1989, p. 1)

“Managerial leadership...is a moment-to-moment process of grasping (learning) the needs and opportunities for influence that are found in situations and realizing (learning) what purposeful things one can do there.” (Vaill, 1996, p. 148)

“Leaders are individuals who establish direction for a working group of individuals, who gain commitment from these group members to

this direction, and who then motivate these members to achieve the direction's outcomes." (Conger, 1992, p. 18)

"Leadership is the art of mobilizing others to want to struggle for shared aspirations." (Kouzes and Posner, 1995, p. 32)

An historical look at the subject of leadership invites the reader to decide initially: *are leaders born or made?* Most other questions surrounding leadership start from this query. The majority of current authors reviewed in this chapter agree with the assumption that leaders are made, not in isolation, but in harmony with such critical factors as genetics, childhood dynamics, mentors, opportunity, work and life experiences, and even luck. Leaders are, therefore, born *and* made. If we accept this statement as a valid premise, the next question might be, who becomes a leader?

The "who" question of leadership introduces theories by many authors and scholars. Certainly not a complete list, some of the more current and/or well known authors are as follows:

- Yukl (1994), Stodgill (1948), and Bryman (1993) write of research surrounding trait theory.
- Lewin, Lippert and White (1939) and Stodgill (1948) write about the controversy of leadership styles.
- Bryman (1993), Stodgill, (1948) and Katz (1977) introduce us to a behaviourist model.
- Fiedler (1967) and Hersey & Blanchard (1993) write of contingency and situational leadership.
- Covey (1989), De Pree (1989), Greenleaf (1977), Spears (1995) and Secretan (1996) introduce us to values based leadership with such inspiring themes as: servant-leadership, habits of leadership and spirituality.
- Senge (1990), Kouzes and Posner (1995), Conger (1992), Blanchard (1997), Bennis (1989), Burns (1978), Herzberg (1966), Wheatley (1992) and Schein (1992) write of transformational leadership. They elaborate on the importance of vision, empowerment, culture, and charisma.

For the sake of brevity, it is no doubt wise to agree there is no one definitive explanation of leadership, just as there is no one right approach, theory or philosophy for this complex subject.

It appears, however, based on recent literature, there is commonality involving key dimensions of leadership which transcend definition, categorization or hierarchy. Leaders are individuals who:

1. establish direction.
2. align people toward that direction.
3. motivate and inspire people to move toward the established and aligned direction.

Leadership Development

Leaders are both born and made. How then do we develop leaders, or 'managerial leaders' (Vaill, 1989)? What exactly is leadership development? Vicere and Fulmer (1996b, p. vii) define leadership development broadly as "...processes for identifying and developing exceptional people capable of moving an organization into the twenty-first century." Is it possible then, through training and other means to develop leaders?

In Kouzes and Posner's (1995) seminal work in this area, researching more than 60,000 leaders, they indeed found recurring patterns of leadership success. They distilled their findings into five fundamental practices and ten commitments of leadership that can be learned. Like others, (Covey, 1989, Koestenbaum 1991, and Vaill, 1996, Vicere, 1992, Vicere, 1996), Kouzes and Posner (1995, p. 336) focus on leadership development first and foremost as one of mastery of self, stating "...leadership development is a process of self-development."

Kouzes and Posner (1995, p. 323) suggest that leadership can be taught, just like management, which people generally agree can be learned. The key lies in stripping away the mysticism we have placed around the role of leader. Kouzes and Posner's assumption is that "... it's possible for *everyone* to lead". Leadership is not reserve for a few elite individuals. There is a set of skills that with practice, opportunity, role models, coaching and feedback, can enable a self-fulfilling prophecy for many to lead, not just the chosen few.

Conger (1992, p. xii) researched "... whether managers can actually be trained to be leaders." His task was to learn whether training actually made a difference in the development of leaders and if so, which approaches were best. The typology of training approaches he researched were: personal growth, conceptual understanding, feedback, and skill building. He examined five leadership programs in depth, which he or his research assistant experienced firsthand.

The five programs he researched and their fundamental typology were:

- | | |
|--|--------------------------|
| 1. Pecos River Learning Centre: | personal growth |
| 2. ARC's VisionQuest: | personal growth |
| 3. The Leadership Challenge:
(Kouzes and Posner) | conceptual understanding |
| 4. Leadership Development Program:
(Centre for Creative Leadership) | feedback |
| 5. Forum Corporation's Leadership Course: | skill building |

Vicere and Fulmer (1996b, p. 107), reviewing Conger's work suggest a fifth approach to developing twenty-first century leaders. They speak of technology-based learning as a new frontier admitting, however, that it is still "...finding itself

as a tool for leadership development.” Enormous potential exists, but the role of technology is one that is yet to be truly determined.

Conger (1992) writes an ideal leadership development program would incorporate all four approaches in a building block approach, as follows:

1. A conceptual overview is required first.
2. Feedback to learners to understand where they stand in relation to the required skills is key.
3. Skill building for teachable skills is required. For those areas of leadership that are more complex, awareness building for future skill building is required.
4. Personal growth experiences should be interwoven throughout as “... powerful opportunities for reflection on two levels: to help managers determine their own desires to lead, and to free participants of ineffective behaviors.” (Conger, 1992, p. 53)

Conger also suggests that all leadership development programs should contain “... elements of artistry, adventure, and personal risk taking.” (Conger, 1992, p. 53)

In summary, Conger (1992, p. 180) suggests that “... many organizations are simply not prepared for leadership. Conformity is more important to them than vision and risk taking.” Somewhat of a paradox, considering many leadership development programs focus on the concepts and experiences of vision and risk taking.

Conger suggests a well-designed leadership program might result in the following:

1. no behavioral change and little enhanced awareness for 10%-20% of participants;
2. an expanded conceptual understanding for 30%-40% of participants;
3. some positive, incremental behavioral change for an additional 25%-30% of participants;
4. significant, positive behavioral change for 10% of participants.

These results, he writes, makes the programs worth the time and effort. However, with better preselection of participants and more powerful educational experiences he proposes higher results could be achieved.

The Center for Creative Leadership (Conger, 1992), on the other hand suggest very positive results from their feedback-based programs. The Centre conducted a mail survey in 1982 of participants from fifty-two public Leadership Development Program offerings. They state “... of the 42 percent who responded, positive behavior change resulting from staff feedback was reported by 87 percent”..., and “...as well, 69 percent described positive changes in their behavior as a result of staff feedback.” (p. 226)

To provide a contrast, Vaill (1998, p. 132) suggests that “... leaderly learners in management schools and corporate training programs are, at best, getting only

casual and anecdotal exposure to the learning premise and the learning challenges of leadership.” He says, “...if we can learn how to help would-be leaders to think of themselves as life-long leaderly learners, they will be better equipped for the leadership challenges of present and future organizations.” Vaill believes, in his current research, “...executive development for leadership of modern organizations is spiritual development.” (Vaill, 1998, p. 208)

Dotlich and Noel (1998, p. 69) write about using an integrative, Action Learning approach to leadership development which ‘re-creates’ leaders because ‘buying’ or ‘importing’ leaders doesn’t work. Action Learning, they suggest is “... unique in the way it influences people from many directions and on multiple levels; it provides a milieu in which transformation is possible.” Action Learning is described as “... nothing more than learning by doing in a controlled environment” (p. 1) and they provide a twelve-element framework for the Action Learning process.

Dotlich and Noel review five broad categories of formal leadership development currently in vogue, as follows:

1. **Gurus:** adopt a leadership expert and translate the lessons to your organization.
2. **Executive education/business school model:** case studies of best-practice companies, mostly cognitive.
3. **Outdoor adventures:** stand-alone, team-building activities.
4. **Behavior-based programs:** identification of behaviors in need of change and coaching to improve.
5. **Lateral or developmental assignments:** rotating people through new jobs and geographies to provide new perspectives and learnings.

Dotlich and Noel indicate these formal methods, while certainly not without merit, do not provide the skills critical in today’s complex global environment. Areas they suggest as crucial and required by the new generation of leaders are:

- competing “on time”;
- working flexibly;
- using a breakthrough mentality;
- encouraging a lean/stretch capacity;
- managing the new employee relationship; and
- knowing one’s self.

To achieve excellence in these areas requires a different approach (Weinstein, 1995). Dotlich and Noel (1998, p. 78) suggest an Action Learning approach wherein participants have a “...range of experiences and ideas combined with the interpersonal intensity” which makes “...it unlike any development experience participants have ever attempted.” Through the range of activities, experiences, reflections, behaviours and challenges, people may feel confused and this “... pushes them to the limit, energizes and excites them”. This approach helps “...people question their beliefs and behaviours in a way no other type of training can.”

To be effective, Dotlich and Noel (1998, p. 79-80) state key factors need to be considered in using Action Learning within a leadership development program. These four factors are: a clear process and reason to re-create, career stage openness, emotional engagement, and reinforcement. Dotlich and Noel (1998, p. 194) speak about Action Learning as a method to transform organizations by injecting "...reflection, feedback, cross-functional team experiences, and 'stretching' projects".

Vicere & Fulmer (1996b, p. 110) further assert that it is important for leaders to be able to put their new learnings to work within their organizations in an actionable manner. Techniques to link learnings to the workplace include: performance appraisal, teaching or facilitating others, task force or special projects and, action learning to make experiential learning intentional and deliberate.

"Action Learning can open participants' eyes – about themselves and their company. It is a process of self-discovery ... Self-awareness breeds confidence. Action Learning participants can become more confident in their abilities because they have gained insights about their strengths and weaknesses." (Dotlich and Noel, 1998, p. 187)
 "...Action Learning lets twenty-first century leaders identify themselves." (Dotlich and Noel, 1998, p. 192)

What then is the purpose of leadership development? Vicere and Fulmer (1996b, p. 17) write "...leadership development should inspire and enable leaders to higher and higher levels of achievement." And further, they write (p. 30) it is a "... mechanism for cultivating the collective managerial talents, perspectives, and capabilities that would help propel the organization into the future."

Vicere and Fulmer (1996b, p. 92), through their extensive research of the topic of leadership development suggest a major shift is underway in the field. There is a move away from quick fixes to a more "... integrative, systems-oriented approach." Organizations need to use an integrated, innovative and a systems approach to connect organizational strategy with other human resource processes or they may find themselves doing a "...very effective job of developing *yesterday's* leaders for *tomorrow's* business environment." (p. 84)

Leadership development is truly complex and time-consuming. There is no magic solution. Conger (1992) suggests the art of leadership development is in its infancy and we are only beginning to understand the complexities. Vicere and Fulmer (1996b, p. 1) suggest our objective of developing strategic leaders "...is taking us through the uncharted, currently stormy waters of the future."

Understanding how adults learn and experience their learning, how programs are designed and evaluated, how competencies are measured and developed, all play a role in helping to inform this journey of leadership development.

Adult Education and Experiential Learning

The field of adult education and learning is as old as time itself, dating back to Plato and Socrates. And yet, it is a topic that is very relevant today. When we build learning organizations, develop leaders, advocate learner self-direction, or encourage competency improvement, learning is an essential quality. Fear (1997, p. 3) writes, "... it is difficult to pick up a book on leadership, organizations, or community these days without finding learning as a core theme." Self-knowledge is a theme, which is fundamental to organizational learning, to leadership, and to program success.

Vaill (1996, p. 21) defines learning three dimensionally as follows:

"LEARNING: Changes a person makes in himself or herself that increases the know-why and/or the know-what and/or the know-how the person possesses with respect to a given subject."

He states learning is a process which occurs both as observable behaviour and as an inner condition of attitudes, ideas and feelings. The premise of learning as both an internal and an external force is key with many current writers on the topic, including Covey (1989), Greenleaf (1977), De Pree (1989) and others. In particular, the "white water learning" (Vaill, 1989, p. 20) required by managerial leaders in today's organizations is a complex process.

Malcolm Knowles is considered by many to be one of the founding fathers in the field of adult learning. In his writings Knowles (1980) identifies how adults learn. Adults can and do want to learn, regardless of their age, as long as they are physically and psychologically comfortable. Adult learners are self-reliant people who have rich backgrounds of experience that provide a foundation for assimilation of new knowledge. In addition, adults learn because of external drivers as well as internal forces. Adults have different styles of learning and are often pragmatic in their learning, which means they prefer applied learning as opposed to theoretical learning.

The above is not an exhaustive list, but provides substance to the reality that working with adults and their learning needs is a complex and dynamic interaction, which involves people, processes, tasks and events. Knowles uses andragogy, or self-directed learning to recognize that learner motivation comes from being involved in the learning process. Vaill (1996, p. 60) hypothesizes that "... self-directed learning is the natural state of human being" and asserts that the "...relevance of self-directed learning to leadership is this: the behaviour we call leadership is, before it is anything else, an initiative from within oneself." Many esteemed writers in the field of adult learning agree that while there are innumerable ways to teach and to develop programs, planning for self-directed elements is fundamental. (Tough, 1979; Griffin, 1982; Kidd, 1973)

Today's managers are more aptly termed "managerial leaders" (Vaill, 1996, p. 52). The term reflects their hybrid role, one encompassing both managerial skills and change leadership skills. These managerial leaders are expected to enhance the learning processes within their organizations. They are to affect and enhance the learning of others during the "... permanent white waters of change" which exist. Vaill (1996, p. 53) asserts "... learning as a way of being is foundational to all efforts to enhance the learning of managerial leaders" as they attempt 'leaderly learning' within their organizations.

The non-institutional model of learning suggested by Vaill encompasses the whole person, their experiences, attitudes, beliefs, values, intelligences and learning styles. Vaill (1990, 1998) writes, "... executive development is spiritual development"; it is personal, present and continual." (1998, p. 208)

How do we design executive leadership programs that develop leaderly learners? Brookfield (1986) suggests five key stages of program development are as follows:

- identify needs,
- define objectives in behavioural terms,
- select learning experiences to achieve objectives,
- sequence learning experiences, and
- evaluate behavioural changes.

Adult education is key to individual, organizational and societal needs, thus program design must be based on sound principles. Programs also must be evaluated to determine if they meet the expectations of all stakeholders – individuals, training departments and sponsoring organizations.

The undifferentiated use of the terms 'training' and 'learning' by many organizations also presents challenges. Are there significant distinctions between the words? In the Continuous Learning CCMD Report No. 1 a simplistic definition has appeal:

"Training is something that is done to you, or that you do for someone else. Learning is something you do to and for yourself."
(Canadian Centre for Management Development, 1994, p. 2)

Again, the theme of self-direction is evident. Our approach to development of leadership programs needs to change. The programs need to be holistic, well designed and mindful of the concepts raised earlier, such as managerial leadership, spirituality, and self-knowledge. Conger (1992, p. xi) states, "As part of their desperate search for improved competitiveness, corporations are pouring millions of dollars into some form or other of leadership training." In their search for perhaps a 'better mousetrap' Conger remarks organizations are turning to action learning experiences and outward-bound type adventures.

Conger asserts (1992, p. xii), "It would deeply satisfy us to find the right combination of experiential and intellectual instruction that could spark a lifetime of leadership ability in our students and seminar participants." He seeks to understand whether leaders can be developed from managers and if so, what learning approaches best create such a phenomena. In his action research exploration of five well-known North American leadership development programs, Conger uncovers four important elements of successful leadership training, as follows (1992, p. 34):

"Training must be designed to:

1. develop and refine certain of the teachable skills,
2. improve the conceptual abilities of managers,
3. tap individuals' personal needs, interests, and self-esteem, and
4. help managers see and move beyond their interpersonal blocks."

He summarizes these four key training elements into skill building, conceptual development, personal growth experiences and feedback and suggests all components are part of the overall, integrated leadership development puzzle. Conger (1992, p. 53) argues however, "... program designers are caught to some extent in their own paradigms of pedagogy... as a result, most programs are oriented strongly toward one of the four approaches. Programs that provide a challenging 'rite of passage' have an enormous symbolic advantage over other more mundane educational experiences."

It is in the personal growth approach to leadership development that Conger suggests managers find their true self and perhaps their true ability to lead. Personal growth programs focus on 'breakthrough' exercises that encourage risk taking, teamwork, trust and experiential outdoor activities. He suggests that while a range of methodologies are used, it is the outdoor activities that have the 'greatest personal impact'. Risk taking, both imagined and real, understanding, control, and sharing, are but a few of the emotions learners feel during these experiential activities. It is perhaps the intensity of the dramatic outdoor experiences that stay in learners' minds back in the workplace, providing a metaphorical carryover to acceptance of risk taking, trust and openness.

Throughout Conger's analysis of the various leadership development programs, he notes it is the personal growth programs that provide participants with the dramatic or memorable experiences that appear to attract the greatest interest and notoriety. He suggests also (1992, p. 161) that "... participants' newfound sense of risk taking more often manifested itself in their private lives..." if workplace implementation of the new behaviours was not possible. Conger, like, Vaill, exerts that "... the more levels of an individual – emotional, imaginative, cognitive, and behavioral – are engaged by a learning experience, the more powerful the learning will be." (1982, p. 167)

Vaill's (1996) seven qualities or modes for learning as a way of being include:

1. self-directed learning: no textbooks may be available
2. creative learning: novel problems require creative exploration
3. expressive learning: learning that occurs during the process of expressing it
4. feeling learning: deeply and personally feeling the meanings behind learning
5. on-line learning: learning that occurs in the midst of work and of life
6. continual learning: learning as a lifelong process
7. reflexive learning: learning consciously and reflecting on our learning

An examination of experiential learning would be useful in understanding Conger's philosophy on personal growth programs. David Kolb (1984, p. 15), reviews the works of Dewey, Lewin, and Piaget and suggests they "...stand as the foremost intellectual ancestors of experiential learning theory..." and he further acknowledges the work of Jung, Erikson, Rogers, Perls and Maslow.

Kolb writes that experiential learning is not meant to be a third alternative to behavioural and cognitive learning theories, but rather offers it as "...a holistic integrative perspective on learning that combines experience, perception, cognition, and behavior." (1984, p. 21) In his review of experiential learning theory as a lifelong learning process, Kolb characterizes the major theories into the following propositions (1984, pp. 26-37):

1. Learning is best conceived as a process, not in terms of outcomes
2. Learning is a continuous process grounded in experience
3. The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world
4. Learning is an holistic process of adaptation to the world
5. Learning involves transactions between the person and the environment
6. Learning is the process of creating knowledge

To sum up, Kolb suggests that in understanding the characteristics of experiential learning, a working definition of learning may be helpful, as follows (1984, p. 38): *"Learning is the process whereby knowledge is created through the transformation of experience."*

Kolb's definition bears similarity to Vaill's three-dimensional definition, written previously in this review, that learning is a process of creating knowledge through the transformation of experience. Kolb asserts that learning or true knowing, grasps both experience and transformation and that either on their own does not constitute learning. In his learning model, the four phases are connected in a "...continuous cycle of learning. Concrete experience flows into reflective observation and the resulting thought generates abstract conceptualization, the implications of which are tested by active experimentation." (Herbert, 1995, p. 29) Like the process of action research, one learning cycle informs the next learning cycle and becomes a new set of concrete experiences. Kolb's model follows:

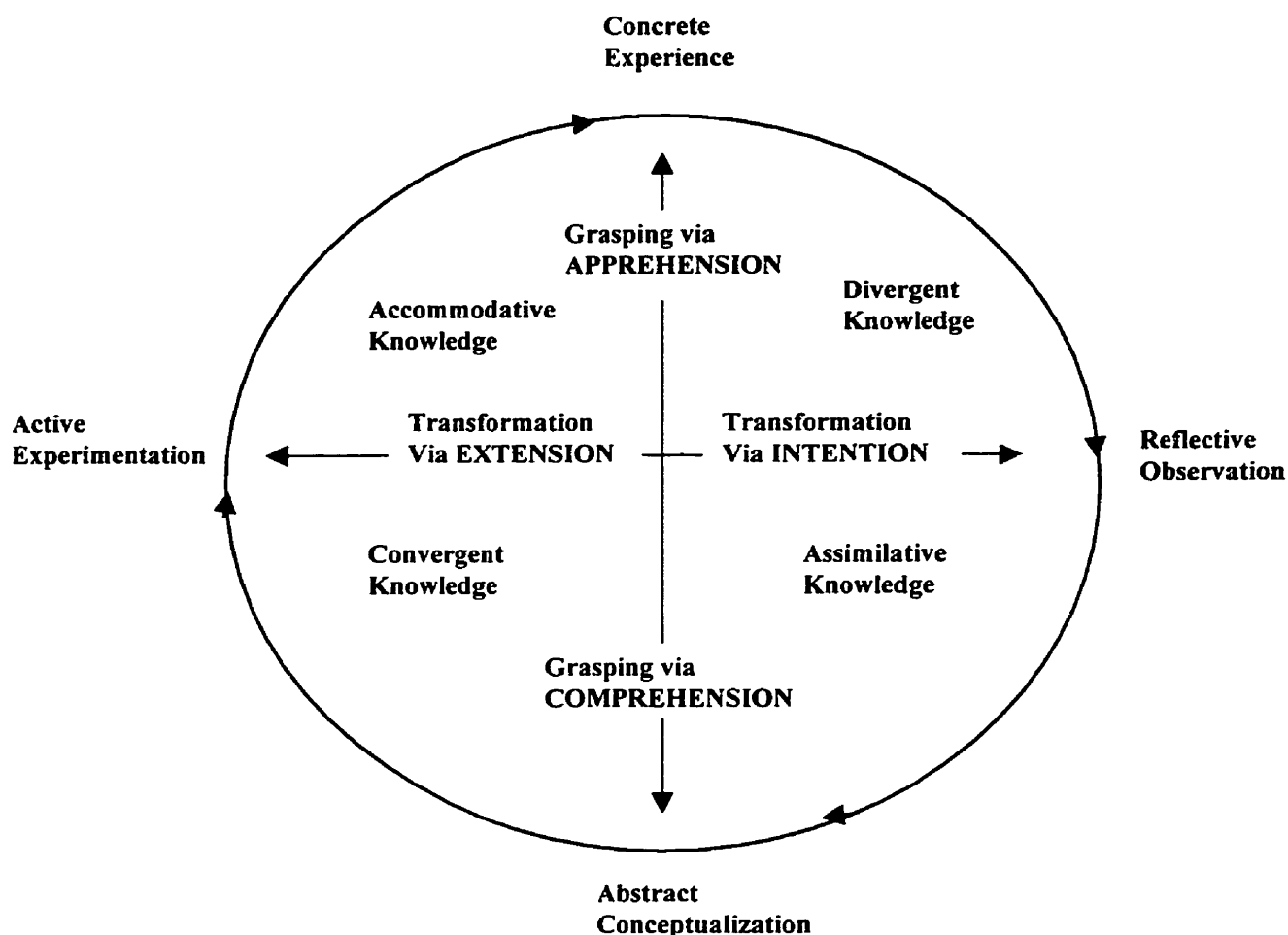


Figure 1. Structural Dimensions Underlying the Process of Experiential Learning and the Resulting Basic Knowledge Forms (Kolb, 1984, p. 42)

Herbert (1995, p. 20) writes of experiential learning as a continuum with one end of the scale "... representing passive students receiving transmitted knowledge and the other end has active students deeply involved in generating knowledge from their own experiences." He writes there are five variables which helped him derive meaning from experiential learning: reality, risk, responsibility, predictability, and reflection. A brief further examination is warranted.

1. Reality of Experience

Learning impact depends on the "... amount of reality involved, the directness of the experience, and the number of senses used."

2. Levels of Risk

A sense of risk and uncertainty for the learner is generated through the condition of reality. This concept builds on Dewey's (1938, p. 79) belief that "... growth depends upon the presence of difficulty to be overcome by the exercise of intelligence" with difficulty defined as physical, emotional, social or intellectual.

Herbert (1995, p. 23) suggests that the "...greater the level of risk, the more real one perceives the consequences of one's actions to be."

3. Sense of Responsibility

A feeling of personal investment in what is being undertaken is evident in experiential learning. Individual learner choice and decision-making exists around course selection, methods used, and assignments, which results in a higher level of responsibility for implementation.

4. Predictability and Planning

Experiential learning means that the specific outcome is not always predictable. A sense of adventure, discovery and curiosity results in "genuine shared enthusiasm" about the unanticipated results which may occur.

5. Reflection

"In experiential learning, the student decides what he or she has learned from the experience." (Herbert, 1995, p. 27) Reflection, analysis, synthesis, and emotional processing about the experience which occurred, all lead to learning.

Herbert writes that reality, risk and responsibility work in parallel. "The greater the reality, the higher the level of risk, and the more responsible the students are, the more directly experiential is the learning process." (1995, p. 29) The higher the movement is on these three scales, the less predictability that will be present and reflection depends on all four factors.

Understanding the flow and process of experiential learning theory helps both researchers and educators to grasp interesting aspects of individual and adult learning. The richness and uniqueness of adult learners, as well as their personal developmental stage and their individuality, all surely play an important role in enhancing this understanding

Competency Development

There is a paradox inherent in current thinking about the development of leadership behaviour. That paradox rests in the mind-set that leaders would like to be learners, along with others. However, the culture of organizations and the practice of leaderly behaviours may indeed suggest that one already possesses the requisite competencies in order to do the job.

This paradox and others are explored in Vaill's (1989) seminal work on leadership development. His metaphor of managing and leading as a 'performing art' speaks of the fluidity, innovation and 'being-in-the-world-with-responsibility' mentality that is required from leaders and managers today.

The competency movement, as Vaill calls it, rests on the basic, perhaps unquestioned, assumption that competencies actually exist. He suggests (1989, p.

45) that rather than question, “What do managers really do? How do they acquire the skill and competence to do what they do? [and] What can educators and trainers do to improve the process by which managers acquire this skill and competence?”, the first step should be to question the basic assumptions about competencies. The better question might be, according to Vaill, “... what is the ontological status of the idea of a competency?”

It is interesting to note that Vaill’s critique of the competency movement builds on the long standing question which exists in organizational development today. That question is: *are managers and leaders born?* or are they made? Vaill’s comments on the competency movement are based on two concerns. First, he suggests a paradoxical state exists with the ‘permanent white water of change’ environment in which leaders find themselves and the presumed ability of leaders to experience their action roles in this dynamic environment as nothing more than a list of factors, lists and tasks. He suggests an interdependency exists which includes subtle modes and mixes of competencies.

Second, Vaill asserts that the competency movement beliefs are not consistent with what occurs when a “learner is attaining competency.” (1989, p. 34) He suggests the notion of competency development must include “... the most strategic competency of all: capacity to shelve one’s competence in favor of an openness to the new.” The complexity of learning, the perceptual distortion which exists as leaders apply their individual definition of competency in a situation, and the lack of focus on the ‘artistry’ required of leaders and learners today are all variables to be considered. Managing and leading requires a “...personal intertwining of consciousness and action” (Vaill, 1989, pp. 45-46) and we should not smooth out “... the differences of energy-level, personal style, and cultural attunement which individual actors manifest.”

Vaill’s 1989 writing reflects his thoughts of the time. There has been significant activity in the competency movement in recent years. A more thorough exploration of the topic is required and a brief review of the history of the competency movement may inform today’s perspectives.

Spencer, McClelland and Spencer, (1994, p. 3), write the competency movement is grounded in “...industrial-organizational psychology and dates from the late 1960s and early 1970s.” Research in this area was predicated because of the lack of trust with traditional studies around academic aptitude and knowledge content tests, which either did not accurately predict job performance or success in life and which were often biased against women, minorities and lower socioeconomic individuals.

McClelland’s radical departure to job analysis using a competency approach was based on two principles: the use of criterion samples, identifying characteristics through comparison of successful people to less successful people, and the identification of “... operant thoughts and behaviours causally related to these successful outcomes.” (Spencer, McClelland and Spencer, 1994, p. 3) This

competency assessment method led to the development of the definition of a competency, as follows:

“A competency is defined as an *underlying* characteristic of a person which is *causally* related to *effective* or *superior* performance in a job.” (Boyatzis, 1982, p. 21-23).

Spencer and Spencer (1993, p. 9) build on the above definition by adding the following:

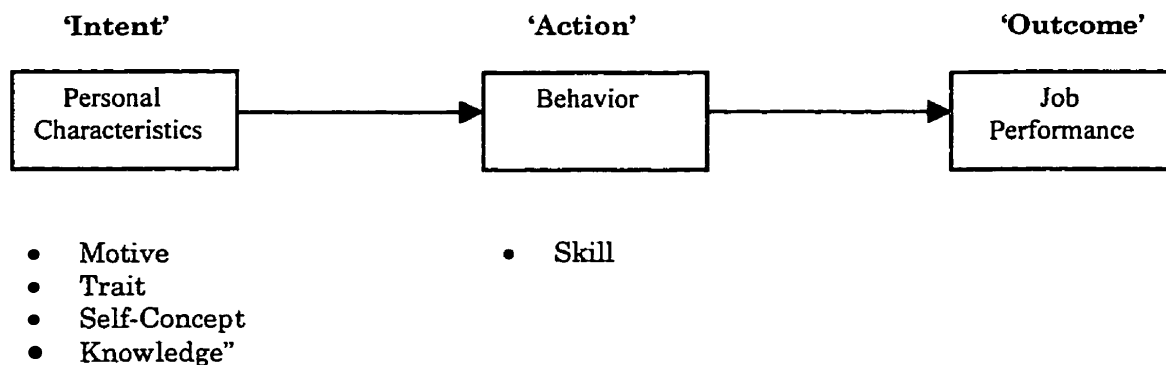
“A competency is defined as an *underlying* characteristic of an individual that is *causally related* to *criterion-referenced* effective and/or superior performance in a job or situation.”

Spencer and Spencer write (1993, p. 9) “*Criterion-referenced* means that the competency actually predicts who does something well or poorly, as measured on a *specific criterion* or standard.”

“Competencies can be motives, traits, self-concepts, attitudes or values, content knowledge, or cognitive or behavioral skills – *any individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers.*” (Spencer, McClelland and Spencer, 1994, p. 6)

Competencies include an “intention, action and outcome” and “...can be related to job performance in a simple causal flow model”, as follows: (Spencer, McClelland and Spencer, 1994, p. 7)

“Competency Causal Flow Model



Because of the inherent difficulty in altering attitudes and values, Spencer, McClelland and Spencer (1994, p. 8) suggest the rule is “...hire for core motivation and trait characteristics, and develop knowledge and skills.” They suggest there are twenty competencies that are most often predictors of success in professional and managerial jobs, related in six clusters, summarized as follows (1994, p. 8-13):

Competency Cluster	Competencies
Achievement Cluster	Achievement orientation, Initiative and Concern for quality and order
Helping/Service Cluster	Interpersonal understanding and Customer-service orientation
Influence Cluster	Impact and influence, Organizational awareness and Relationship building (networking)
Managerial Cluster	Directiveness, Teamwork and cooperation, Developing others and Team leadership
Cognitive Thinking/Problem Solving Cluster	Technical expertise, Information seeking, Analytical thinking and Conceptual thinking
Personal Effectiveness Cluster	Self-control/stress resistance, Self-confidence, Organizational commitment/ "business-mindedness" and Flexibility

As it has gained momentum in organizations, a competency approach has been used broadly in human resource applications in the areas of recruiting/selection, succession planning/promotion, training and development, career pathing, performance appraisal and in compensation plans. In the development of executives and managers, key competencies have been identified for their success in today's knowledge-based world, as follows:

For Executives: Strategic Thinking, Change Leadership, and Relationship Management

For Managers: Flexibility, Change Implementation, Entrepreneurial Innovation, Interpersonal Understanding, Empowering, Team Facilitation, and Portability.

Spencer and Spencer (1993, p. 286) assert that competencies can be taught, and even core motive competencies, such as achievement orientation can be modified. They suggest teaching competencies "... has developed based on four theories of how people learn and change: (1) adult experiential education, (2) motivation acquisition, (3) social learning, and (4) self-directed change."

Spencer, McClelland and Spencer write (1994, p. 37) "... future competency research will be accelerated by at least four developments:

1. Rapid growth of the worldwide competency database
2. Advances in measurement
3. Increased use of competency-based selection with diverse populations, and
4. Use of computers and artificial intelligence programs."

Spencer and Spencer (1993, p. 292-293) discuss the 'value-added' of competency-based training, as evidenced through a meta-analysis of management training conducted by Burke and Day (1986). Burke and Day found "... the highest payoffs are offered by performance management and general management training." In addition, competency-based training is shown to be "... most effective when it includes goal-setting to improve bottom-line performance."

Appreciative Inquiry and Program Evaluation

"High-performing organizations create a vision that challenges members by encouraging them to go beyond familiar ways of thinking; they provoke members to stretch beyond what has seemed to be "reasonable" limits, to redefine the boundaries of what they experience as constraining." (Barrett, 1995, p. 43)

It is the rate of change and the depth of change in the post-industrial world that has caused leaders in organizations to re-examine their long held assumptions about the mechanistic, linear models of management, built on power and control mind-sets. A shift has occurred and a new form of capital, based on knowledge and learning, has created the concept of the learning organization. Leaders must learn to understand the dual value of knowledge and of innovation. Debra Amidon (1997, p. xxiii) writes, "Success in the future will depend more than ever on coherence and the harnessing of complementary competencies to enable the optimal flow of knowledge." We truly live in a world of interdependencies.

The work of Peter Senge (1990), differentiates adaptive learning and generative learning. These differences merit examination within the context of the learning organization. Adaptive learning focuses on current environmental demands and promotes incremental improvement, using a problem solving approach. This approach limits solutions to the possibilities that are known to exist today. Argyris (1991) coined this 'single loop learning', or problem solving without questioning whether the right problem is indeed being solved. He further asserts that 'skilled incompetence' exists as individuals, fearful of not looking good, master the ability to protect themselves from the risk of learning and failing, perhaps blind to their own incompetence.

To meet today's innovation requirements, Senge advocates generative learning, with a focus on systems thinking, creative thinking and experimentation. The use of generative learning requires an appreciative approach, or the ability to 'see radical possibilities.' Generative learning is supported by an approach called appreciative inquiry, a tool used in action research. Rather than eliminating what is wrong in a system, a deficit model, the focus shifts to what is working well in a system and builds on this collective hope for the future. Barrett (1995, p. 39) writes, "When engaged in appreciative learning, managers attempt to discover, describe, and explain those exceptional moments in which the system functioned

well – those moments when members were enlivened and their competencies and skills activated.”

Sue Annis Hammond (1996, p. 3) writes, “The major assumption of Appreciative Inquiry is that in every organization something works and change can be managed through the identification of what works, and the analysis of how to do more of what works.” Her work is based on the work of David Cooperrider and his colleagues at Case Western Reserve University in Cleveland. An appreciative inquiry lens or an ‘appreciative eye’ is “... grounded in real experience and history...” (Annis Hammond, 1996, p. 7) and brings the best of the past to the future.

When organizations adopt an appreciative inquiry approach to organizational learning, they become ‘appreciative learning cultures’, building on past successes to develop new competencies for the future growth of individuals in the organization. People capitalize on peak performances from the past to build for the future. They pattern new success strategies using both the power of anticipation and of self-fulfilling prophecy. Barrett (1995, p. 42) alleges high performing organizations have learned to “... infiltrate their cultures with a focus on the organization’s strength” and they achieve this by developing an appreciative vision, anchored in past accomplishments.

The use of appreciative inquiry in this action research project will seek to explore participants’ peak learning experiences. Past learning successes will act as anchors for individuals and organizations involved to be able to continually innovate as they seek to create new knowledge, new ideas and new products. The use of appreciative inquiry survey questions and interviews will allow people to “... mine their experience to go beyond their current point of view.” (Busche, 1998, p. 2) By examining their past learning and leadership behaviour, individuals will have an opportunity to develop new perspectives and new insights about their learning, thus initiating a new cycle in the action research model. “People have more confidence and comfort to journey to the future (the unknown) when they carry forward part of the past (the known).” (Annis Hammond, 1996, p. 21)

Program evaluation, from the perspective of learners has a lot to do with choice. Choice about which learning tools, processes and methods most suit their individual learning needs, thinking styles, and leadership styles. Choice about which concepts, skills, feedback and experiences to operationalize in their lives both personally and professionally. Worthen and Sanders (1973, p. 3), write, “To the extent that these choices are based on *systematic* efforts to define criteria and obtain *accurate* information about the alternatives, thus enabling the real worth of the alternatives to be determined, evaluation has taken place in a true sense.” Evaluating alternatives from the learners’ perspectives builds a holistic model toward future programming initiatives.

Evaluation is a complex subject. Numerous definitions of evaluation exist. Worthen and Sanders (1973, p. 19) write simply:

“Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives.”

They write further (1993, p. 20), “...evaluation is viewed as a process of identifying and collecting information to assist decision-makers in choosing among available decision alternatives.” From an action research perspective, program evaluation should assess social utility, building knowledge for pragmatic purposes in real world settings. Patton (1980) emphasizes utility before other considerations in research. This utility focus ensures that clients of the research, i.e., the learners, the organization, the researcher, find benefit and value from the research and will produce evaluative material required to achieve the result.

Donald Kirkpatrick is considered to be one of the more knowledgeable writers today in the field of program evaluation. He asserts the most common reasons for evaluation are: to look for improvement opportunities, to determine if the program should be continued or not, and to justify the need for training departments. Kirkpatrick’s four level program evaluation framework is well known for its simplicity, as follows:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behaviour
- Level 4: Results

Level 1: Reaction is a measure of participants’ reactions to the program. Kirkpatrick refers to this as a ‘customer satisfaction’ measure. Initial impressions or attitudes of participant feelings following a training program are considered important and easy to obtain.

Level 2: Learning is a measure of the “... extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program.” (Kirkpatrick, 1994, p. 22) It is an important measure for without learning, no change in behaviour will occur.

Level 3: Behaviour is a measure of “... the extent to which change in behaviour has occurred because the participant attended the training program.” (Kirkpatrick, p. 23) Kirkpatrick writes four conditions are necessary for behaviour change to occur — the person: must have a desire to change, must know what to do and how to do it, must work in the right climate and must be rewarded for changing behaviour. The right climate and reward for changing are two conditions which are more difficult to measure and to assess.

Level 4: Results is a measure of “... the final results that occurred because the participants attended the program.” (Kirkpatrick, p. 25) These organizational

change results may include increased sales, higher profits and return on investment, improved quality, etc. Level 4 measurement is considered to be the most difficult because "... training events become indistinguishable from the effects of other events or because the effort of an individual has little effect upon the performance of the organization as a whole." (Bramley, 1997, p. 106)

Kirkpatrick asserts that all levels of evaluation are important and time, resources and staff are key variables in determining which level of evaluation is appropriate. Truly, training programs need to prepare individuals both during the learning event and later, to apply new skills, knowledge and behaviour. Organizational support is crucial in the continued transfer of learning on-the-job, after the learning event has occurred.

Baldwin and Ford (1988, p. 63) concur. In their extensive review of the transfer of training, they write, "For transfer to have occurred, learned behavior must be generalized to the job context and maintained over a period of time on the job." Their in-depth study provides a critique of the existing transfer research and makes suggestions for future research directions.

A look to the future of learning organizations and organizational learning, Amidon (1997, p. 10), states as follows:

"The true value-added contribution of individuals is proportionate to their capacity to learn and ability to apply their learnings real-time whatever their managerial level, whatever the task, whenever the opportunity presents itself."

Evaluating, understanding and appreciating the learning within individuals and organizations may be the "... only sustainable competitive advantage – especially in knowledge-intensive industries." (Stata, 1989).

CHAPTER THREE – CONDUCT OF RESEARCH STUDY

Research Methods

Research methodology used for this project was action research, combined with qualitative and quantitative data collection through a written survey, focus groups and one-on-one interviews. Triangulation or use of a combined method of data gathering recognizes that no single method can provide the rich information required for analysis (Kirby and McKenna, 1989).

Action research is defined by Kemmis and McTaggart (1988, p. 5) as follows:

“... a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices...”

“A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluation the results of strategies tried out in practice. *Action research is a group activity.*” (Kemmis and McTaggart, 1988, p. 6)

Action research is not a new research methodology. It has its origins in the work of Kurt Lewin (1946). It is a collaborative tool to “... solve practical problems experienced by people in their professional, community, or private lives.” (Stringer, 1996, p. 11) In action research, the researcher is not considered an expert, but rather a resource person, a facilitator, or a consultant, who is actively involved. Action research, then, lends itself more readily to understanding people, than does the more traditional scientific research which has so dramatically changed our technical world.

The above helps to describe why action research has been chosen as a primary methodology for this research. Stringer (1996, p. 6) writes, “... the application of scientific method to human events has failed to provide a means for predicting and controlling individual or social behaviour.” When researching a topic as complex as leadership learning and behaviour change, traditional scientific methods would have limited relevance. Action research is a method to more directly explore ‘ideas-in-action’ (Kemmis and McTaggart, 1988, p. 6) and provide the necessary link between theory and practice. Stringer (1996) writes action research is a process of inquiry which is democratic, equitable, liberating, and life enhancing.

There are many writers of action research, two of the more well known models are as follows:

1. Stringer (1996) writes of action research as an interacting spiral of: look (gather data and define), think (hypothesize and theorize), and act (report).

2. Kemmis and McTaggart (1988), describe action research as a spiral of steps, composed of: plan (critically informed action to improve), act (implement the plan), observe (the effects of the action in context) and reflect (on the effects to critically inform the next cycle).

For the purposes of this research, Kemmis and McTaggart's (1988) model, was used because it most closely links with the four steps of the experiential learning model, which was a fundamental model referred to throughout this project. Figure 2 on the following page illustrates the model.

Data Gathering Tools

Data was gathered for this project using a variety of tools:

1. A Program Survey titled "Leading Toward 2000 Leadership Program Survey" was sent to all participants of the sample group. The survey instrument included a combination of quantitative and qualitative questions. A copy of the survey tool is included in Appendix B.
2. Focus groups were used to enhance the data collected from the surveys with a selected group of respondents who indicated a willingness to participate further in the research, during the timeframe September – December, 1998 when participants returned to The Banff Centre for Management for a second learning program. A total of four focus groups were conducted.
3. One-on-one interviews were used to enhance the data collected from the surveys with a selected group of respondents who indicated a preference to participate further in the research on an individual, rather than a group basis. A total of five individual meetings were conducted during the timeframe September – December, 1998 when participants returned to The Banff Centre for Management for a second learning program.

Meetings were held over a lunch or dinner hour in a relaxed and private atmosphere. Meetings were tape recorded and transcribed later to provide analysis of the conversation without distracting the researcher from the process.

Individuals were reminded of the safety of their comments, their voluntary level of participation and that their comments were being used in the aggregate, with selected quotes to further enrich the other data sources. Meetings lasted approximately one hour.

Participants who volunteered their further involvement in either a focus group or a one-on-one interview were provided with reflection questions prior to the meeting. A copy of these questions is included in Appendix B. These meetings were conducted to allow more flexibility in the action research process and

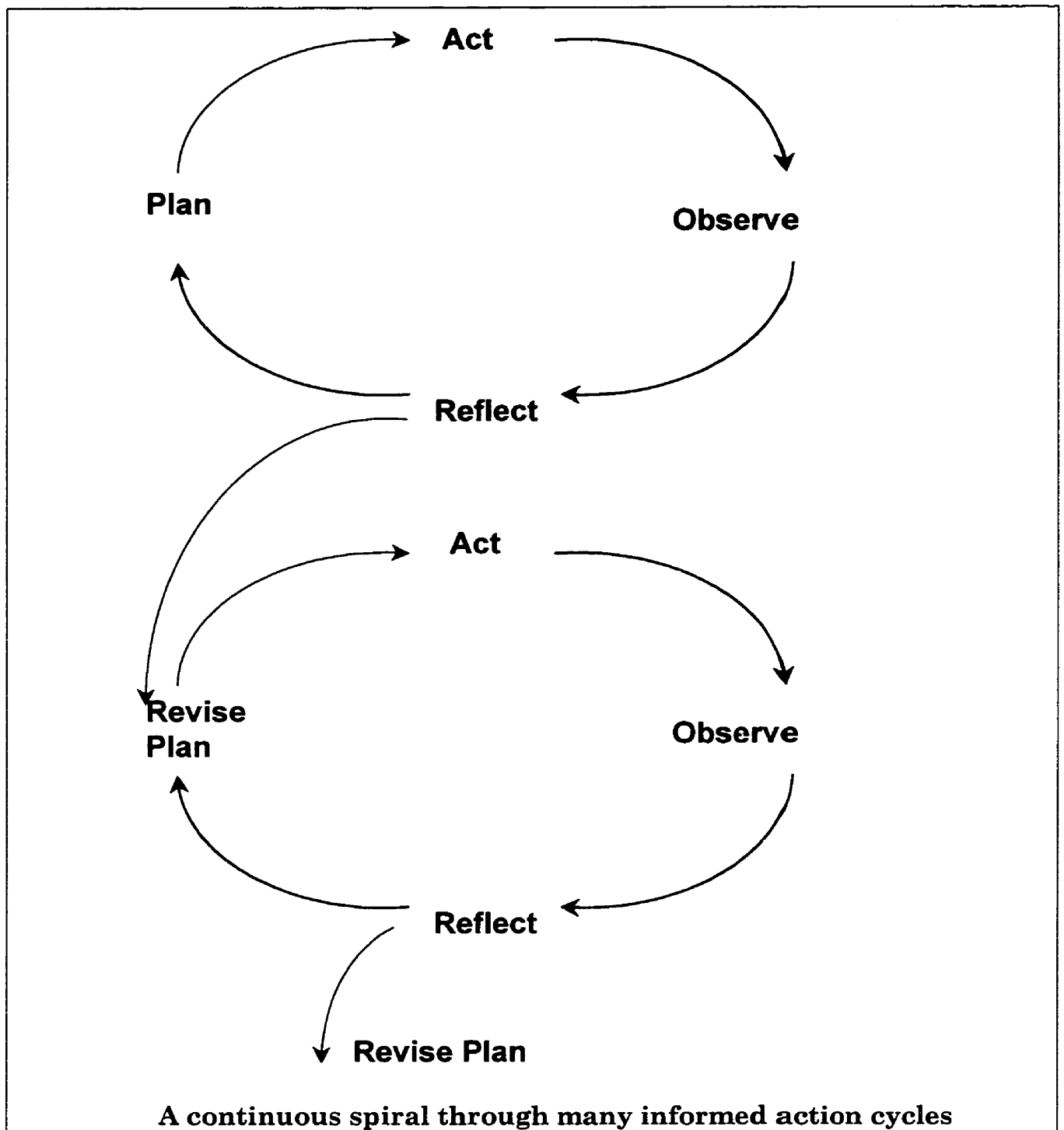


Figure 2. The action research spiral, adapted from Kemmis and McTaggart (1988)

followed a path of “planned but unstructured” dialogue (Kemmis & McTaggart, 1988, p. 102).

A dialogue of open questions, based on the reflection questions, encouraged the respondents to guide the conversation flow, with the interviewer probing,

clarifying and providing “something to rub up against” using appreciative inquiry as respondents explored their peak learning experiences. Annis Hammond (1996) notes that many organizations are obsessed with learning from their mistakes and too often allow the successes to go unexamined. “The business value of Appreciative Inquiry is quantifiable results with a sense of joy.” (Annis Hammond, 1996, p. 50) Throughout the focus groups and one-on-one interviews themes of appreciation emerged. These themes are reported in Chapter Four.

4. Journal entries from the researcher’s learning journal and ‘thought cloth’ document provided a further source of data.
5. Anecdotal data were received in the form of program evaluations, cards, e-mails, letters and comments of participants.

Study Conduct

The table below highlights the steps completed during the conduct of the applied research, outlining time lines of the action research cycle phases, actions taken and participants involved.

Cycle Phase	Action	Participants
Plan: June-August, 1998	Initiating Phase <ul style="list-style-type: none"> • wrote project proposal • reviewed project proposal with supervisor/ethics committee of RRU • produced letter of agreement and obtained sign-off of letter of agreement from both project sponsors 	<ul style="list-style-type: none"> • researcher • researcher and project supervisor • researcher, project supervisor and project sponsors
Act: June-August, 1998 June-August, 1998	Conducting Phase <ol style="list-style-type: none"> 1. scoped the problem/issue 2. completed literature review in four key areas of: (i) leaders and leadership development, (ii) adult education and experiential learning, (iii) competency development and (iv) appreciative inquiry and program evaluation 	<ul style="list-style-type: none"> • researcher, in consultation with project sponsors • researcher with feedback from project supervisor

August-December, 1998	3. produced data gathering instruments (see Appendix B): (i) Leading Toward 2000 Leadership Program Survey reflecting both qualitative and quantitative data; (ii) Letter of Consent form; (iii) Program Evaluation Abstract; (iv) Glossary, and (v) Reflection Questions for focus groups and one-on-one interviews (qualitative)	<ul style="list-style-type: none"> researcher, with input from project sponsors and feedback from project supervisor
August, 1998	4. gather data: <ul style="list-style-type: none"> sent the Leadership Program Survey (see Appendix B) via ATB's internal transit courier to the 358 participants who attended the Leading program between September, 1997 and February, 1998; used a pilot group first to establish the reliability, validity and ease-of-use of the data collection instruments 	<ul style="list-style-type: none"> researcher and participants researcher and participants
September-December, 1998	5. gather data (cont'd.): <ul style="list-style-type: none"> conducted focus groups and one-on-one interviews with a sampling of participants who responded to the Program Survey, using an appreciative inquiry method and Reflection Questions (see Appendix B) sampling for focus groups and one-on-one interviews was based on those individuals who attended the next training program in Banff over the timeframe September to December, 1998 	<ul style="list-style-type: none"> researcher and participants
Observe December, 1998-February, 1999	6. collate and analyze data: <ul style="list-style-type: none"> analyzed the raw data received from the Program Surveys, focus groups and one-on-one interviews and other data collection methods, analyzed the data, using sound and ethical practices researcher journalled the initial findings and processes used, using a personal thoughtcloth as well as reflection in personal learning journal 	<ul style="list-style-type: none"> researcher, participants and project supervisor researcher

Reflect December, 1998-March, 1999 February-March, 1999	7. identify options: <ul style="list-style-type: none"> • using the data analysis made sense of the processes, information and data gathered, producing meaningful options to explore in this workplace action research project 8. selected favored option: <ul style="list-style-type: none"> • used input received to select the favored option 	<ul style="list-style-type: none"> • researcher, using participants' input, sponsor feedback and input from project supervisor • researcher, using input from participants', project sponsors and project supervisor
Plan and Act March, 1999 March, 1999	9. produced draft project report: <ul style="list-style-type: none"> • planned and wrote first draft of project report within the timeframes established 10. first review draft report: <ul style="list-style-type: none"> • provided a completed first draft report to project supervisor for input and feedback 	<ul style="list-style-type: none"> • researcher, with input from the project supervisor • researcher and project supervisor
Observe and Reflect March-April, 1999	11. second review draft report: <ul style="list-style-type: none"> • observed and reflected on feedback received from project supervisor; completed and provided a completed second draft report to project sponsors and project supervisor 	<ul style="list-style-type: none"> • researcher, project sponsors and project supervisor
Plan and Act April, 1999	12. closing: <ul style="list-style-type: none"> • produced final project report • identified in a short paper the lessons learned during the research -- what went right, what could have gone better • registered for graduation at RRU 	<ul style="list-style-type: none"> • researcher based on feedback from project sponsors and supervisor • researcher upon reflection • researcher in concert with the Registrar's Office

As observed in the above matrix, many concentric spirals occur within each of the steps identified, recognizing that action research is a dynamic and interrelated methodology.

Reason (1997, p. 12) states that a collaborative educational process needs an "... open space in which participants are both invited to engage in work which is important and meaningful for them, and also insist that they reflect on the manner

in which they perform that task so that together they learn how to move toward a more genuine collaboration.” This action research project looked not just at the technical or functional worth of the Leading Toward 2000 program, but also at the impacts made on people’s social and emotional lives (Stringer, 1996).

The results of this utility-focused action research (Palys, 1997) is to inform future curriculum development with ATB and with future clients of BCFM by “... hearing the participants into speech.” (Kirby and McKenna, 1989, p. 68, citing Morton, quoted in Finson, 1985, p. 103)

Limitations of the Research

There are limitations to the research presented which can be sequenced and summarized as follows:

1. **Response bias.** The Program Survey was conducted using voluntary participation, thus the representative nature of the sample can be questioned. Of the 358 surveys distributed, 88 were completed and returned, representing 25% return. However, of the 358 surveys distributed during the research period, 42 participants (12%) of the Leading Toward 2000 program left the organization for various reasons, therefore the true representation rate was 28%. Of the 88 completed and returned surveys, there were varying representations of gender, tenure with ATB, job positions and time in the job position.

As well, participation in the focus groups (18 people, or 6%) and one-on-one interviews (5 people, or 2%) was voluntary and may not be representative of the entire sample.

As quoted in Palys (1997, p. 119) “... studies are deficient unless participants are formally representative of the larger group or unit about which we hope to generalize.” While there is no one best sampling method, homogeneity or heterogeneity of the sample is important.

2. **Predictive ability of the research results.** The evaluation of training is the study of only one component of many complex and interrelated factors influencing an organization’s performance. Further research is required to ascertain the predictive value of the results presented on the performance of the Alberta Treasury Branches and for other organizations.
3. **Researcher bias.** The nature of the action research conducted. The fact that the researcher was actively involved in the delivery of most of the 15 programs may have an impact on the internal validity of the results. Researcher’s diverse motives and client relationships with both sponsors may have affected the outcome of the results to reflect more favourably. Care was taken to not permit researcher bias.

4. **Facilitator support in the program.** Diverse facilitators were involved in the 15 programs examined in this research. It is difficult to determine specific behaviours that correlate to the results and further research is recommended.
5. **Absence of control group.** No control group was used in this research. Organizational interventions other than the Leading Toward 2000 program may have had an impact on individual leadership behaviour changes. Further research is required to ascertain the predictive validity of the results to other groups in ATB or in other organizations.
6. **Untested survey instrument.** The validity and reliability of the survey instrument utilized may be inconsistent or undetermined.
7. **Individuals differed in the length of time elapsed since the program.** The elapsed time from the Leading Toward 2000 program and the evaluation ranged from six to ten months. No systematic effort was made to control for or estimate this impact.
8. **No statistical tests were done, only descriptive statistics were used.** The intent of this research was to identify trends to support the qualitative data. While the trends identified appear to be representative of the respondents the statistical significance may be questioned. Differences found may be an artifact of sampling and/or measurement error.

CHAPTER FOUR – RESEARCH STUDY RESULTS

Introduction

The primary objective of this research is to examine the impact of the **Leading Toward 2000** leadership program. Participants included a sample of 358 participants from the Alberta Treasury Branches (ATB) who took part in 15 training programs between September, 1997, and February, 1998. The key question being researched in this project is:

What interventions in a leadership development program make a difference to participants' learning and their ability to demonstrate that learning on the job six months post-training?

Demographics

Gender, Tenure at ATB, Job Position and Tenure in Current Job Position

Three hundred and fifty-eight participants were engaged in a seven-day learning program. Twenty-eight percent responded to a program survey gauging their learning experience. During the research period, twelve percent of the participants left the organization for various reasons, therefore the true population size was 316.

The respondent sample was comprised of 31% females and 64% males. Females represented 38% of the participants in the fifteen programs and males represented 62%. Therefore, sample gender composition is considered representative.

Five percent of respondents did not complete the demographic information.

Sixty-one percent of respondents had been employed with the organization more than 10 years. Ninety-five percent of respondents were in supervisory or management positions at the time of the learning program. Fifty percent of respondents had been in their position less than two years. A further twenty-one percent had been in their position between two and five years.

Further demographic information, including tenure, job positions, tenure in job positions, thinking styles, learning styles and leadership styles, can be found in Appendix C (Table C1, Figures C1, C2, C3, C5 and C6).

Survey Results

The ratings of respondents revealed certain program components and modules to be more impactful to learning than others. Throughout this chapter respondents were asked to rate based on a four-point scale, as follows: 4=Major Impact on My Learning, 3=Moderate Impact on My Learning, 2=Little Impact on My Learning or 1=No Impact on My Learning. If no responses were received below a certain number, the scale was collapsed.

Impact of Program Components

The ten highest ranked items indicate a similar impact on the learners, ranging from 3.61 to 3.30. Facilitator Support in the program, Small Group Interactions and the Strength Deployment Inventory received the highest ratings. Learning Journals, Support in the Workplace and Learning Partnerships after the program received the lowest ratings. Further details can be found in Table C2, Appendix C.

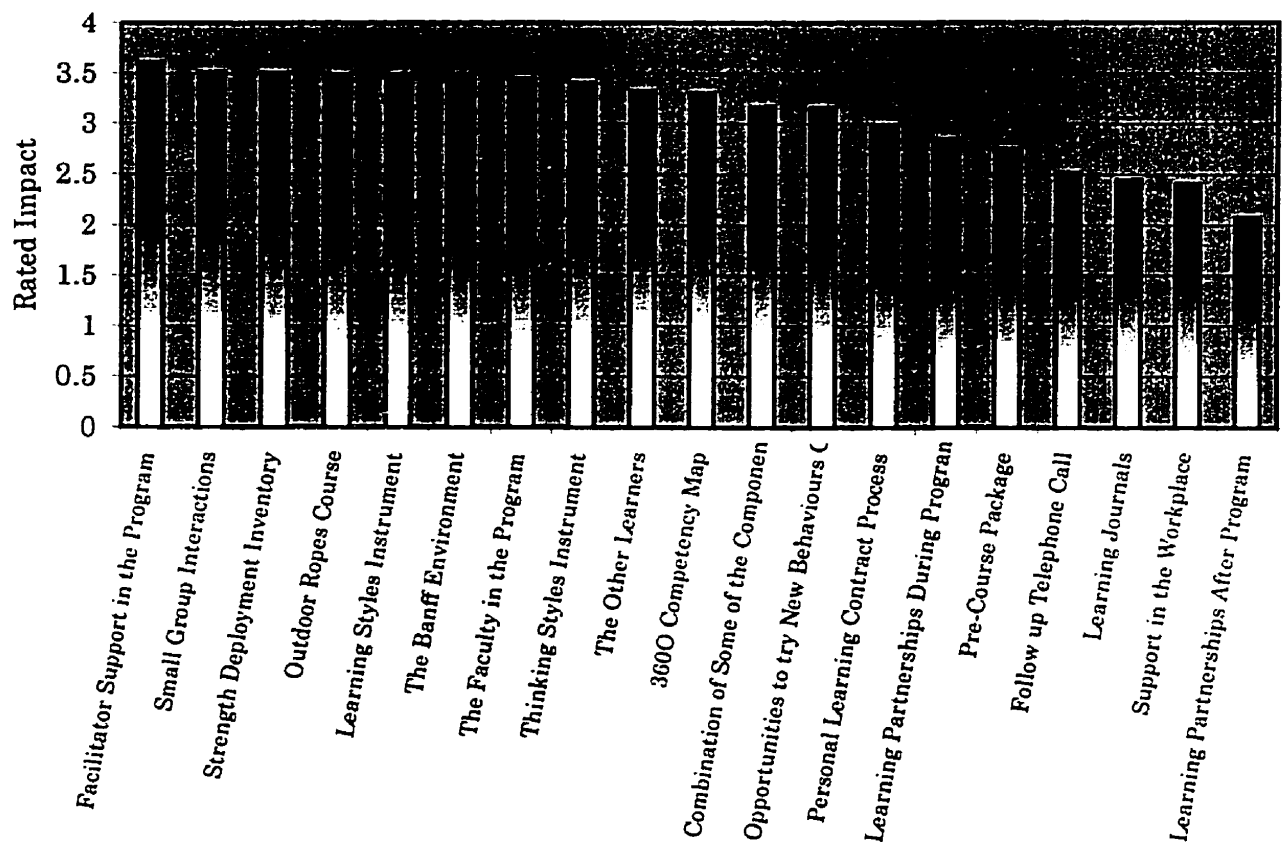


Figure 3: Perceived Impact of Program Components in Descending Order

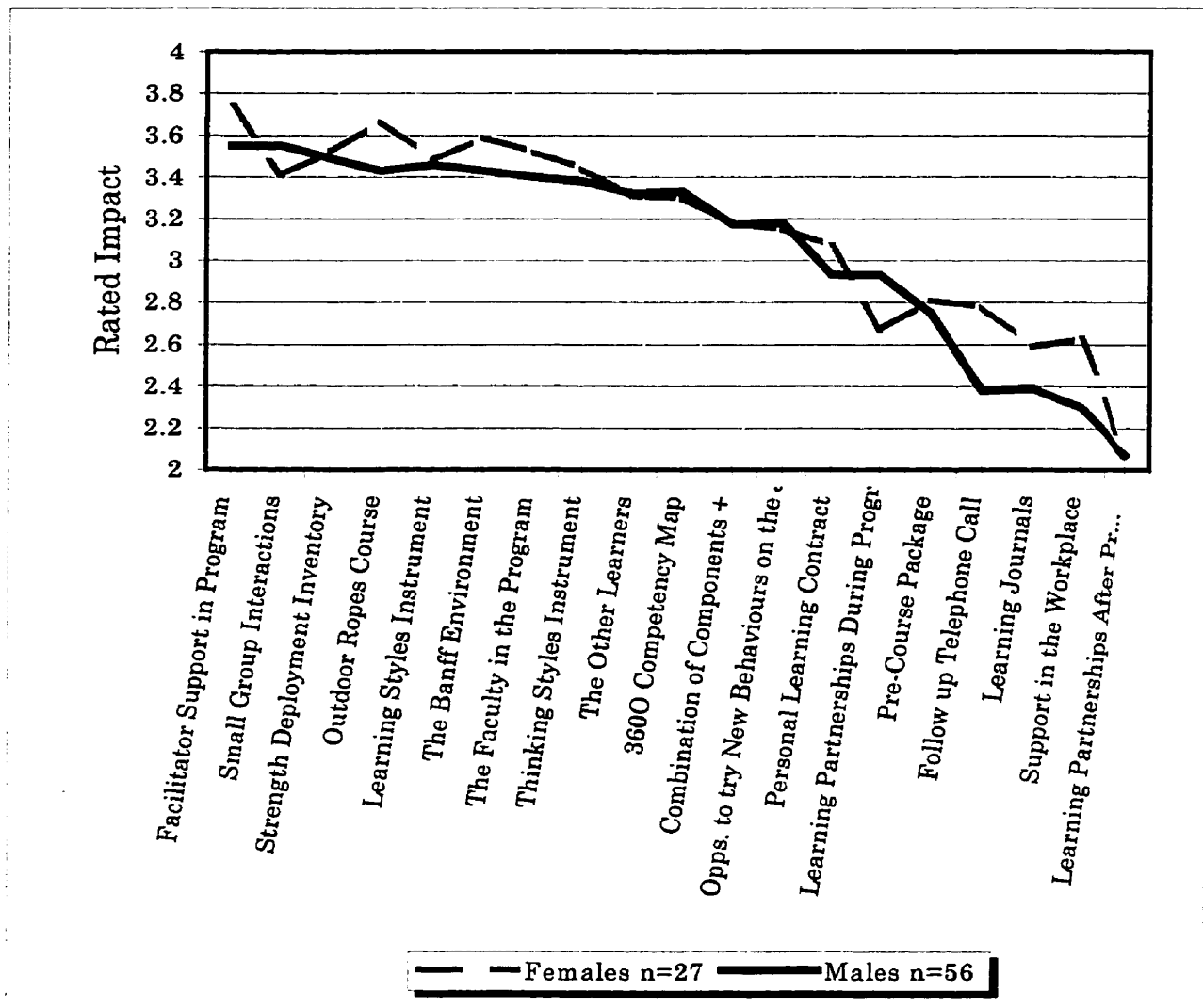
The program surveys were distributed to the respondents approximately six to ten months following their attendance at the Leading Toward 2000 program.

Comparison of the program survey results with the evaluations completed immediately following the Leading program indicates modest changes in impact on learning with respect to the program components. For example, the Strength Deployment Inventory had the largest increase in perceived impact of +4% and the Learning Journals had the largest decrease in perceived impact, of -11%. Table C3 in Appendix C represents this information.

A closer examination is warranted to explore the component ratings across gender, tenure, job position and tenure in job position.

Impact by Gender

The research data would appear to support the fact that program components had differing impacts on male and female respondents, as represented in Figure 4 on the following page. Further details on the impact of program components by gender can be found in Appendix C, Table C4.



**Figure 4. Perceived Impact of Program Components
Average Overall and for Female and Male Respondents**

Specifically, female respondents found the components: Facilitator Support, Outdoor Ropes Course, The Banff Environment, Personal Learning Contract, the Pre-Course Package, the Follow-up Telephone Call, the Learning Journals, and Support in the Workplace to be more impactful on their learning than their male counterparts.

Male respondents appeared to find the Small Group Interactions and Learning Partnerships During the Program to be more impactful on their learning than did the female respondents.

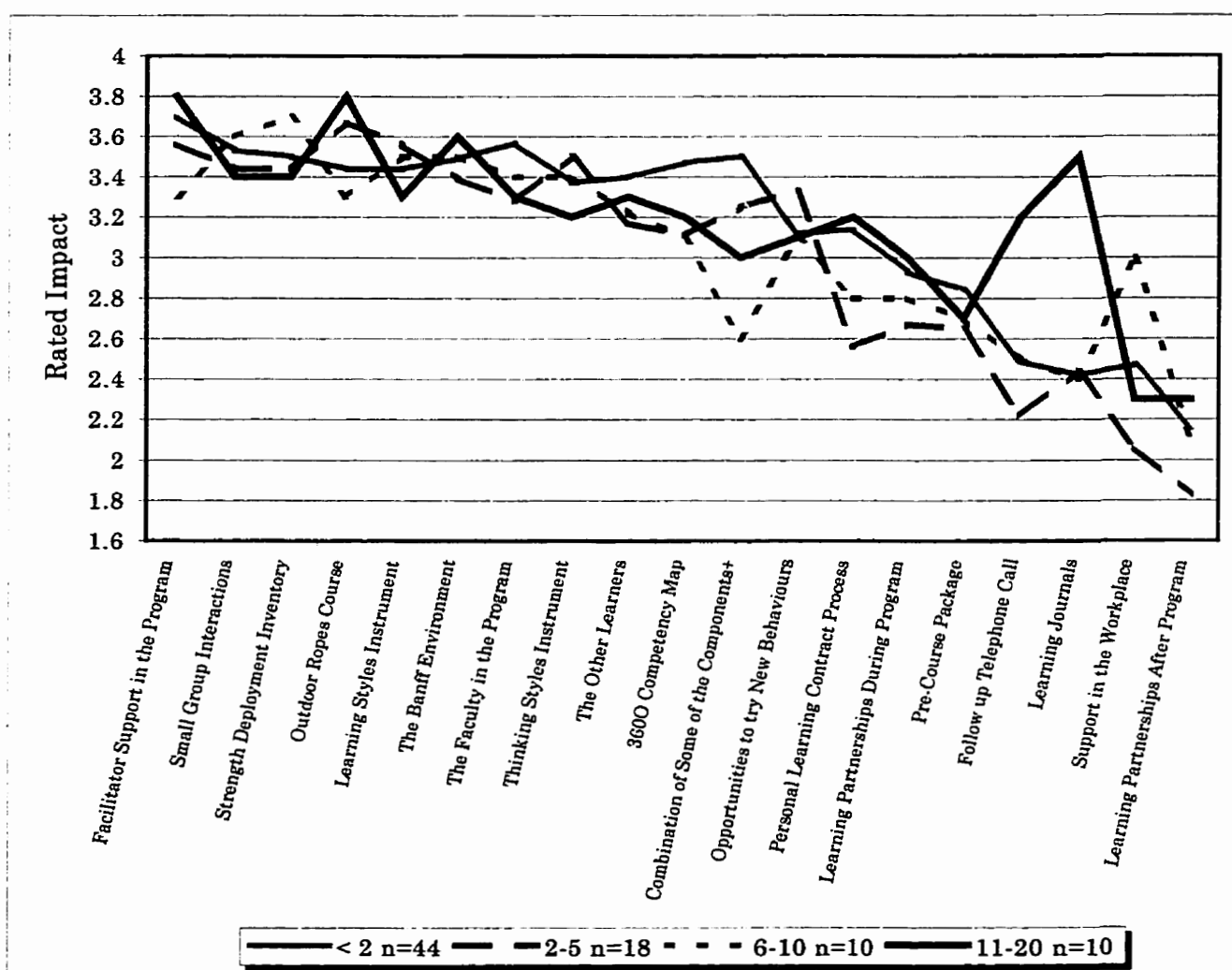
The impact of a combination of program components was also investigated. Across gender, tenure, position and tenure in position three combination components were mentioned most consistently. These were: the InQ Thinking styles, the TRG Hay/McBer Learning styles, and the Strength Deployment Inventory.

Impact by Tenure and Job Position

There were no consistent differences found in the impact of the program components by tenure or by job position within ATB (see Table C5 and C6, Appendix C).

Impact by Tenure in Job Position

The results provided in Figure 5 below indicate that some program components were similar in impact for learners across all categories of tenure in job position in ATB. Other components show quite varied impact on learners, depending upon their tenure in current job position. It is noted that the +20 year tenure group was under-represented with only one respondent and therefore, results have not been included in Figure 5. Examples of interesting variations follow on the next page.



**Figure 5. Perceived Impact of Program Components
By Tenure in Current Position ATB, Expressed in Years**

- **Facilitator Support in the Program and The Outdoor Ropes Course:** Both components appear to have had more impact on those respondents who had been in their positions 11-20 years when compared with those who had been in their positions 6-10 years.
- **Combination of Some of the Components:** This component reports much more impact to those in their position less than two years, particularly compared to those who had 6-10 years tenure in their positions.
- **Personal Learning Contract Process, Follow up Telephone Call and Learning Journals:** These three components were most impactful to those in their current position 11-20 years, particularly when compared to those in their positions 2-5 years. It is interesting to note the largest difference in impact occurs with the Learning Journal component. Further exploration with the 11-20 year group may provide more details about the perceived impact of this component. Valuable insights may emerge about how to increase the impact of Learning Journals for other tenured groups.
- **Support in the Workplace:** This component was more impactful to those in their position 6-10 years, particularly compared to those in their position 2-5 years.

These results may provide important information for organizations and program designers who provide customized learning for participants who have varying lengths of tenure in their job positions. Further details can be found in Table C7, Appendix C.

Impact of Program Modules

Across the twelve modules evaluated, a range of scores resulted from a high rating of 3.49 (Systems Thinking) to a low rating item of 2.68 (Creativity Evening with the Artists). Figure 6 below reports the results in descending order of perceived importance. Further details can be found in Table C8, Appendix C.

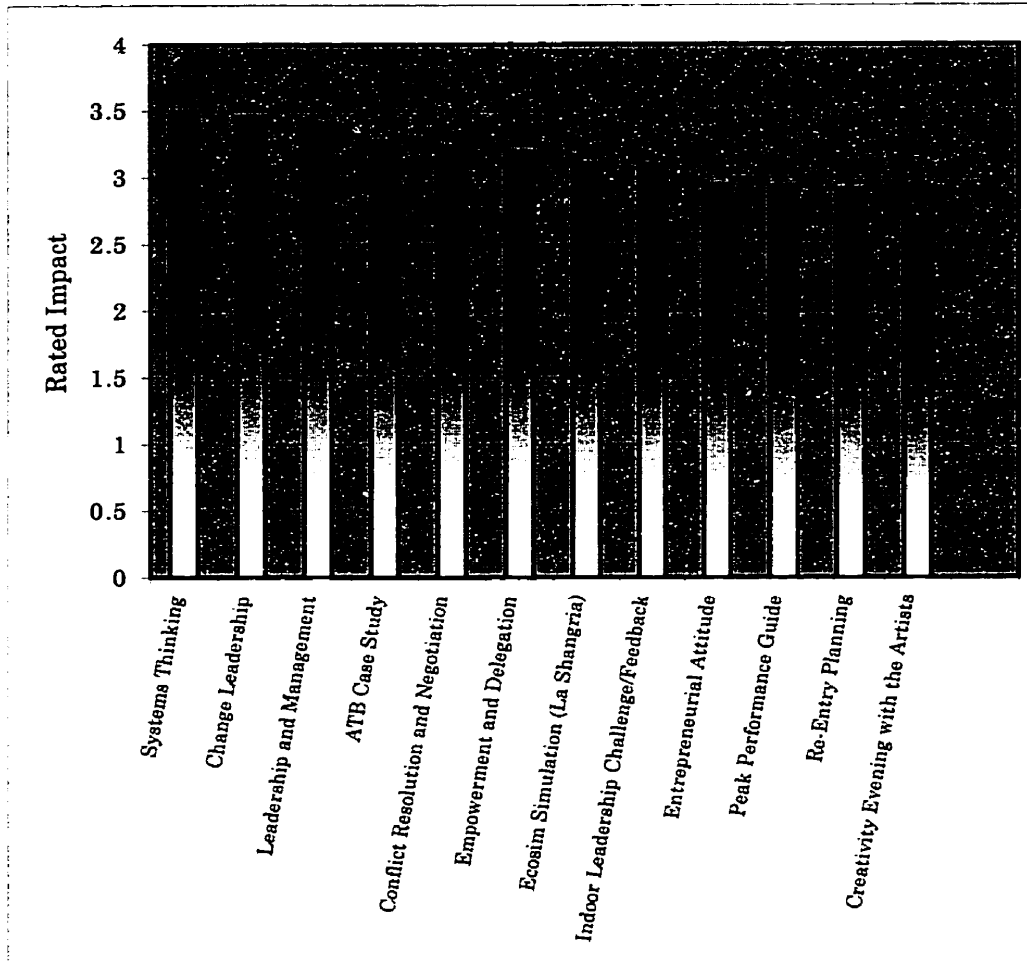


Figure 6: Perceived Impact of Program Modules in Descending Order

The program surveys were distributed to the respondents approximately six to ten months after their attendance at the Leading Toward 2000 program. A comparison of the program survey results with the evaluations completed immediately following the Leading program indicates the following reported changes relative to perceived impact on learning with respect to program modules:

**Table 1. Comparison of Perceived Impact of Program Modules
6-10 Months Post Program vs. Immediate Post Program Evaluations**

Program Modules	6-10 Month Post Program Survey	Immediate Post Program Evaluations	Percentage of Increase or Decrease
Systems Thinking	87%	82%	+5% largest increase
Change Leadership	86%	84%	+2%
Leadership and Management	85%	82%	+3%
ATB Case Study	82%	88%	-6%
Conflict Resolution and Negotiation	81%	80%	+1%
Empowerment and Delegation	80%	84%	-4%
Ecosim Simulation (La Shangria)	78%	80%	-2%
Indoor Leadership Challenge/Feedback	77%	82%	-5%
Entrepreneurial Attitude	74%	80%	-6%
Peak Performance Guide	73%	80%	-7%
Re-Entry Planning	73%	82%	-9% largest decrease
Creativity Evening with the Artists	67%	74%	-7%

The information represented in Table 1 has merit for program designers and sponsoring organizations. The Systems Thinking module showed the largest increase in learning impact post-program. Further investigation may reveal this module requires practical application in the workplace for its full impact to become apparent, particularly for learners who are pragmatic and who learn by “doing” (see Appendix Figures C5 and C6).

It is interesting to speculate if the pragmatic nature of the learners resulted in the low rating of the Creativity Evening with the Artists. More practical and specific linkages may be required between this module and the workplace to add value for the learners.

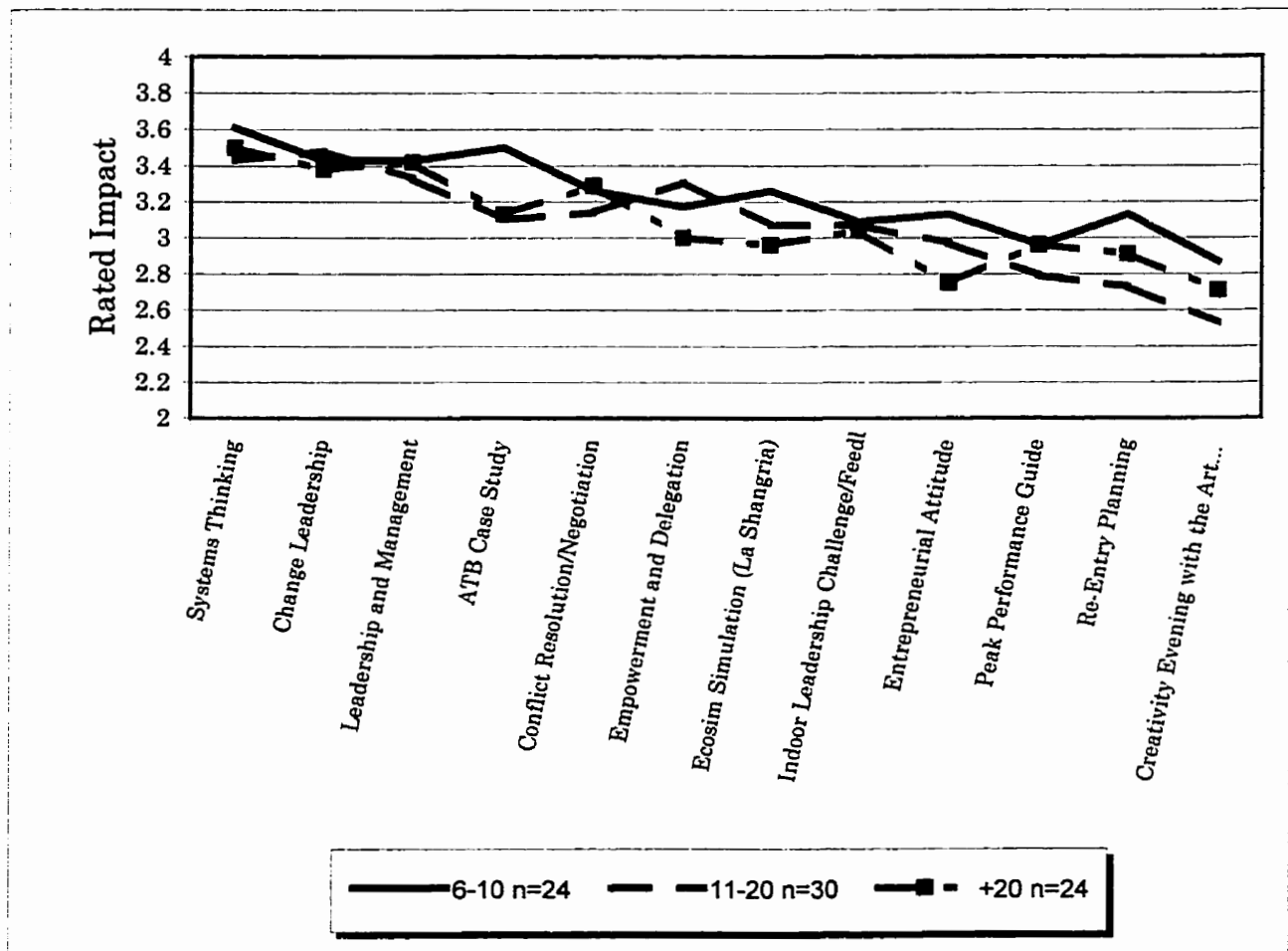
Re-entry planning reported the largest decrease in impact. Post-program support in the workplace, transferability of skills and on-the-job coaching and reinforcement may all play a role in how effective this module is to sustained learning. The focus groups and one-on-one interviews reported later in this chapter provide further clarity on these hypothesis.

Impact by Gender

The results indicate very slight differences in impact of the program modules between female and male respondents. Figure C4, Appendix C reports the gender differences in full detail.

Impact by Tenure

Analysis of Figure 7 below indicates that program modules had fairly consistent impact on the learners, based on their tenure in the organization. It is noted that the under two-year and under three-year tenure groups were under-represented with two and three respondents consecutively and therefore, results have in not been included in Figure 7. Further details of the impact of program modules by tenure within ATB can be found in Table C9, Appendix C.



**Figure 7. Perceived Impact of Program Modules
By Tenure within ATB, Expressed in Years**

Impact by Job Position

Table C10 in Appendix C provides detailed results of the differing impact on learning that occurred based on respondent's job position. Interesting highlights include the most junior and most senior positions:

- **Supervisory branch administration (SBA)** participants found the Peak Performance Guide and Re-entry Planning to be more valuable than other groups. These modules reflect a planning focus, about career development or about implementing learning objectives. It would be interesting to speculate if the higher reported impact from SBA's is due to their more junior job position and early career focus.
- **Senior management (SM)** participants found Change Leadership and Entrepreneurial Attitude to be more valuable than other groups. These modules reflect concepts and skills required as ATB changes to a sales culture. It would be interesting to speculate if the higher reported impact from the SM's reflects their need to adapt to this changing culture and to lead and coach others through the transition.

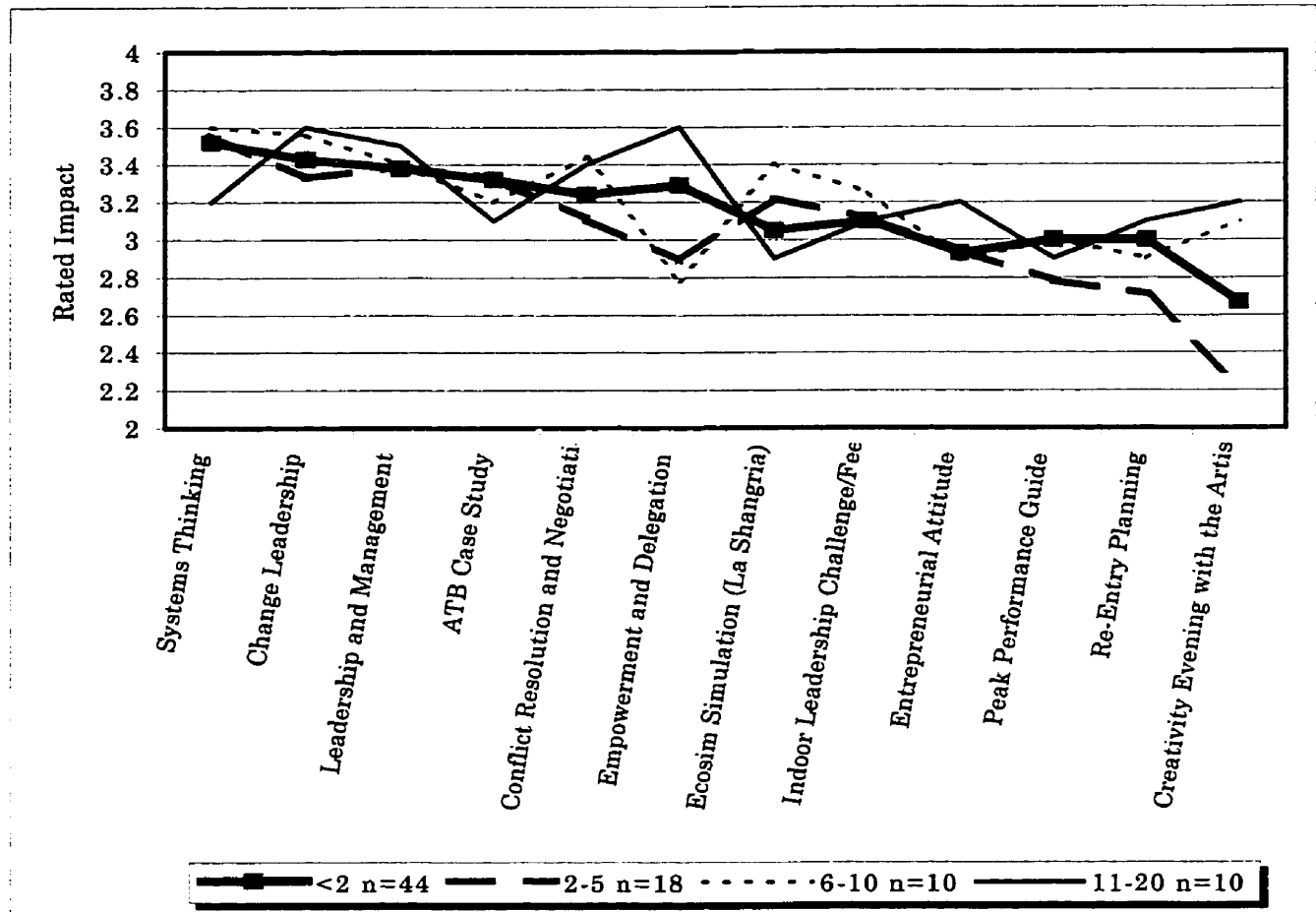
Impact by Tenure in Job Position

While impact by tenure was fairly consistent, impact by tenure in job position was more varied in the reported results. This is consistent with the findings reported earlier under the program components. Figure 8 on the following page provides further information pertinent to understanding the impact of program modules by tenure of learner in their job position. It is noted that the +20 year tenure group was under-represented with only one respondent and therefore, results have not been included in Figure 8.

Examples of interesting variations follow:

- **Systems Thinking and Ecosim Simulation (La Shangria):** These modules appear to have had more impact on those respondents who had been in their positions 6-10 years when compared with those who had been in their positions 11-20 years. Ecosim is quite dependent upon participants using a Systems Thinking approach to be successful in the simulation.
- **Empowerment and Delegation:** The findings of the impact of this module are opposite to those reported above. A wide variance is reported with those who had been in their position 11-20 years rating Empowerment and Delegation very high (3.6) and those who were in their positions 6-10 years rating it their lowest impact module (2.8).

- Creativity Evening with the Artists:** This module showed a wide variation between those who had been in their positions 11-20 years, rating the impact at (3.2) and those who were 2-5 years in their position rating it the lowest at (2.2). It would be interesting to explore with the 2-5 year group more details about the perceived low impact of this module. They may provide valuable insights about increasing the impact of the Creativity Evening with the Artists for their tenure group and others.



**Figure 8. Perceived Impact of Program Modules
By Tenure in Current Position ATB, Expressed in Years**

These results may provide important information for organizations and program designers who provide customized learning for participants who have varying lengths of tenure in their job positions. Further details can be found in Table C11, Appendix C.

Reflection Questions

In this section of the survey, respondents were asked to provide comments on three qualitative questions. The first question was:

- a) Reflect back on your time in Banff. What stands out for you as your most memorable learning experience? Describe this experience below, in whatever detail you feel comfortable sharing.**

Eighty-two respondents (93%) commented in section (a) of the Reflection questions. In descending order of frequency, ten areas were specifically noted as follows:

1. The Outdoor Ropes Course:

Twenty-seven respondents (33%) noted the outdoor ropes course, the Leap of Faith and/or The Commitment “V” activity. Analysis of their comments revealed the following common themes in order of frequency mentioned: teamwork, personal achievement, risk taking, behaviour change and facilitator/faculty support.

The rich experiential nature of the outdoor ropes course resulted in many revealing comments from the learners, as follows:

Teamwork:

- “I can do anything and help others to reach their goals as well.”
- “Individual contribution one makes to the success of a team.”
- “A joy in the accomplishments of others was very strong.”
- “...by taking some risks and working as a team to accomplish goals.”

Personal success:

- “I actually did it!”
- “Takes you beyond personal expectations.”
- “It was a profound experience to learn that I can do anything.”
- “I feel this was the biggest boost to my self-confidence as it proved that I am still capable of being successful. I have noticed a personal increase in my self-confidence level. People around me have noticed this as well.”

Risk taking:

- “I can get the job done by taking some risks.”
- “Proved I could push myself farther than I thought I could.”

Facilitator/faculty support:

- “No one was left out and all were encouraged by the faculty and facilitators.”
- “To see our faculty member’s face at the bottom [of the Leap] was awesome.”

2. Ecosim Simulation:

Thirteen respondents (16%) noted the Ecosim Simulation. Analysis of their comments revealed the following common themes in order of frequency mentioned: conflict, reinforcement of all program learnings and teamwork. The quotes from the Ecosim simulation were also revealing and perhaps the most controversial, as follows:

Conflict:

- “I had a conflict with a member of my group in Ecosim. I ended up in the same group with her for the final presentation. We both had to utilize skills we learned in the course to work together.”
- “Ecosim had probably the most negative impact for me.”
- “I liked the pressure of the time frame to make a decision. The game provided me with the opportunity to reflect/see how I react under pressure.”
- “...I learned about the power of communication. The lesson was what our whole group accomplished by working together and how little the other group accomplished.”
- “We still talk about it!”

3. Thinking Styles (INQ Inventory):

Twelve respondents (15%) noted the Thinking Styles inventory. Analysis of their comments revealed the following common themes, in order of frequency mentioned: identification of self, identification of others and how to interact with others, reinforcement of all program learnings and conflict resolution. Sample learner quotes follow:

Identification of self/others:

- “... helped me understand myself better and why I react to different situations the way I do.”
- “... very interesting and beneficial.”
- “... understanding how others think and how to deal with them to obtain optimum success.”
- “... not only good for self-analysis and improvement, but also for working with staff.”

4. Small Group Interactions:

Eleven respondents (13%) noted the small group interactions. Analysis of their comments revealed the following common themes, in order of frequency mentioned: teamwork, learning from the group and identification of self. Sample learner quotes follow:

Teamwork:

- “How quickly a group of relative strangers can get and become a team.”

- “The other most memorable experience was the opportunity to work with fellow staff and learn about them.”

5. ATB Case Study:

Eleven respondents (13%) noted the ATB case study. Analysis of their comments revealed the following common themes, in order of frequency mentioned: teamwork lessons learned, reinforcement of all program learnings, teamwork and personal achievement. Sample learner quotes follow:

Teamwork:

- “The ATB case study... it was an invigorating experience to work with a group of people who were working together and sharing ideas for a common purpose.”
- “We got to use everything we had learned...”
- “One particular group was very difficult to work with. Too many bosses. Eventually after chaos and struggle, knowing we had a goal in mind for the end result, we came together and achieved .. this was the ATB case study.”

6. Learning Styles (TRG Hay/McBer):

Ten respondents (12%) noted the Learning Styles inventory. Analysis of their comments revealed the following common themes, in order of frequency mentioned: identification of self, identification of others and how to interact with others, teamwork and practical application.

Identification of self:

- “Identifying my how thinking and learning styles and how I interact with others.”
- “These helped me understand myself better and why I react to different situations the way I do.”
- The three instruments were “... most beneficial – not only for self-analysis and improvement, but also for working with staff.”

7. Systems Thinking/Mind Mapping:

Nine respondents (11%) noted the systems thinking/mind mapping. Analysis of their comments revealed the following common themes, in order of frequency mentioned: practical application, new learning, difficult learning and indication of interrelationship of variables.

New learning and difficult learning:

- “... to utilize the systems thinking and mind mapping, the most difficult concepts for me to learn.”
- “I feel I benefited most from Systems Thinking and have used the model several times since attending.”
- “...mind mapping is a tool I use everyday and tools that reminds me of the changes taking place and the ones that need to be made.”

- “...as a side note, I hate mind mapping – it is too disorganized, can’t quickly review, but find myself doing it more?”

8. Support of the Group:

Nine respondents (11%) noted support of the group. Analysis of their comments revealed the following common themes, in order of frequency mentioned: support shown to each team member, support available in others and inclusion.

Support shown to each team member:

- “The support for each team member was a highlight of the whole week.”
- “The teamwork, support and camaraderie were great!”
- “The outdoor activities – the Commitment “V” – very dramatically demonstrated the importance of team building and support prior to, during and after the activities.”

9. Conflict:

Nine respondents (11%) noted conflict. Analysis of their comments revealed the following common themes, in order of frequency mentioned: identification of self and conflict handling in connection with the Ecosim Simulation.

Conflict handling:

- “Ecosim – an exercise ‘designed’ to create conflict situations. However it was a valuable lesson in how deemed expectations and single-minded focus on end results can destroy actual achievement – truly a lesson in the value of teamwork, leadership and applying the principles we learned in ‘theory’.”
- “In the ATB Case study, I felt a real sense of conflict in that I felt the team just wasn’t ‘getting it’ ..”

10. Strength Deployment Inventory (SDI):

Eight respondents (10%) noted the Strength Deployment Inventory. Analysis of their comments revealed the following common themes, in order of frequency mentioned: identification of self, identification of others and how to interact with others and practical application.

Practical applications:

- “It was interesting how I was able to relate those styles to everything we did throughout this week... as well as back in the work setting.”
- “Learning about SDI was the best for me. Everyday I deal with people and think about their colour. It has helped me understand myself and others... this has allowed me to be a more effective manager.”

Five further themes were described to a lesser degree: leadership behaviours (6%), the importance of facilitator and faculty support (5%), change leadership (5%), the total learning experience (5%) and the Banff environment (2%).

The research results indicate recurring themes reported by respondents when describing their most memorable learning experience from the Leading Toward 2000 program. These results conform to the quantitative results reported, particularly with respect to identification of self and self-knowledge, teamwork, and identifying and interacting with others. In particular, the theme of self-knowledge is consistent with Conger (1992), Covey (1989), Helliwell (1999), Koestenbaum (1991), Secretan (1996), Vaill (1996) and Kouzes and Posner (1995). The top eighteen themes reported, in order of the frequency noted are illustrated in Figure 9 below:

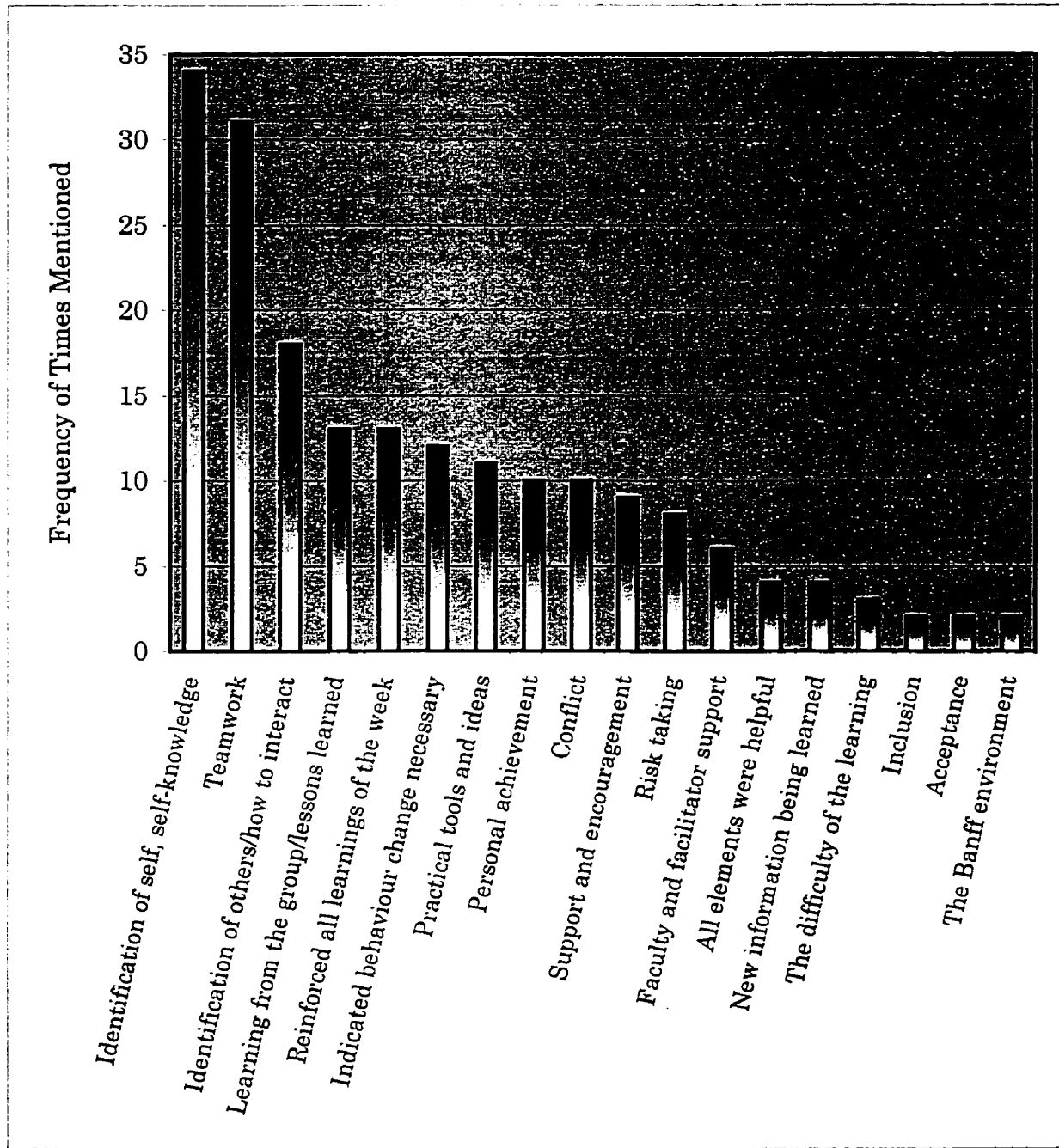


Figure 9. Reflection Question (a) – Recurring Themes

The second qualitative question asked in the Program Survey was:

b) What made this event such a memorable learning experience?

Seventy-seven respondents (88%) commented in section (b) of the Reflection questions. In descending order of frequency, eight areas were specifically noted as follows:

1. Relationships, Teamwork, Interactions:

Thirty-one respondents (40%) noted the importance of the relationships, the teamwork and the interactions with others. Analysis of their comments revealed the following common themes in order of frequency mentioned: teamwork, support and concern shown, close relationships, self-confidence, facilitators and staff, the group mix, the practicality of the activities, their emotional involvement, the extra activities and the absence of previous learning opportunities. Sample learner quotes follow:

Teamwork:

- “How, working as a team anything is possible.”
- “... we needed each other completely to make the exercise work.”
- “There was a feeling of feeding off each other’s ideas.”
- “The team commitment for success ...”
- “It brought us all together to work as a team with a common goal.”
- “... travelling to Banff as a team ... mixing the ATB staff at all levels and all geographic areas (North/South) was great because this had never really been done as a general thing in ATB before.”

Support and concern shown:

- “...the group really was concerned about whether or not I jumped and that if I decided against it, it would also be all right.”
- “...spoke volumes to my ears was the encouraging words and attitudes of all involved .. I learned that I was valued and accepted.”

Self-confidence:

- “Having reflected on the ropes course many times since doing it I came to realize that during the years since my carefree childhood, I had built up a great deal of anxiety baggage and had learned many ways to protect myself with irrational fears. My peer group in Banff was just like my ‘gang’ of childhood friends. Together, we were fearless and willing to try anything without need to be embarrassed.”
- “The week took me from feeling incompetent as an employee and a failure due to not fulfilling the new responsibilities of my job ... to seeing that my job is a work in progress and I’m not alone where I stand as an ATB employee.”
- “I think I gained a lot of confidence...I learned a lot about my own leadership qualities.... In the past I’ve been sort of a reluctant leader.. and I’m more comfortable about it than I used to be.”

2. Learning and Training:

Twenty-eight respondents (36%) noted the importance of their learning and training. Analysis of their comments revealed the following common themes in order of frequency mentioned: the importance of the interactions with others, relevance of and interest in the content, self-confidence, variety of tools and activities, new information provided and well paced learning situations. Sample learner quotes follow:

Interactions with others:

- "... the interaction of the instructors with the learners."
- "... the strong group interactions."
- "Now I have a wonderful support network within ATB to call on – especially as we're still very much on a change roller coaster."
- "... the group mix for the course was also well planned."
- "Reaffirmation of my management style. The realization that many were learning and accepting principles I had previously applied, as well as the fact that so many new ideas could be learned from such a variety of personalities and experiences."

Relevance of and interest in the content:

- "The course content was so relevant for what we are experiencing as an organization."
- "Fun and learning well away from home and its distractions."
- "The comfortable and open environment provided by the facilitators, facilities and surroundings help to also create a lasting learning experience."
- "All activities were well planned... all questions and concerns were addressed professionally, but with a personal aspect which made the whole course more real."
- "... the fact that the information was so thought provoking was beneficial."

3. Identification of Self and Self-Knowledge:

Fourteen respondents (18%) noted the importance of the identification of self and self-knowledge. Analysis of their comments revealed the following common themes in order of frequency mentioned: better understanding of self, acceptance, inclusion, self-confidence and identification of others and how to interact with others. Sample learner quotes follow:

Better understanding of self:

- "It made me think about myself, both personal and professional."
- "... helped me step out of my 'box' and view my workplace and personal life in a more analytical fashion."
- "The thinking/learning styles instruments and strength deployment inventory at the start allowed me to build and think on my position."

Acceptance:

- “My learning partner was opposite to me in many ways and this partnering proved very beneficial.”
- “I was valued and accepted.”

4. People and Diversity:

Fourteen respondents (18%) noted the importance of the people involved in their learning experience and the diversity. Analysis of their comments revealed the following common themes in order of frequency mentioned: the people they met, the acceptance of diversity with a common outcome and acceptance/equality.

Sample learner quotes follow:

The people:

- “I met many new people and developed new friends.”
- “I met a bunch of new people, and formed some opinions about their leadership qualities by observing their behaviour.”
- “... the number of fellow employees who I never know before.”

5. The Banff Environment:

Fourteen respondents (18%) noted the importance of the Banff environment. Analysis of their comments revealed the following common themes in order of frequency mentioned: the environment itself and the opportunity to “get away”.

Sample learner quotes follow:

The environment:

- “The setting really helped... it was nice to be away and immersed in the experience.”
- “... great environment, great accommodations, great food.”
- “The environment provided a significant positive... day-to-day interruptions and influences could not impact.”
- “... the location, getting away...”

6. Facilitators and Faculty:

Twelve respondents (16%) noted the importance of the facilitators and faculty. Analysis of their comments revealed the following common themes in order of frequency mentioned: support and encouragement, style and behaviours and acceptance. Sample learner quotes follow:

Support and encouragement:

- “... great facilitators, great topics...”
- “... most importantly – the people like you in leading us throughout the week.”
- “... the honest communications and the sincerity of the instructors.”

7. Coaching and Support:

Eleven respondents (14%) noted the importance of the coaching and support they received. Analysis of their comments revealed the following common themes in order of frequency mentioned: support and encouragement, goal achievement and outcomes of support.

Goal achievement:

- “The ropes course made me realize that with sincere support, people can be motivated to achieve goals thought impossible.”
- “... all members of the team were supporting equally the achievements of others.”
- “... with encouragement and support of everyone in the group it enabled those individuals to face the challenge and succeed.”

8. Confidence and Self-Esteem:

Seven respondents (9%) noted the importance of confidence and self-esteem. Analysis of their comments revealed the following common themes in order of frequency mentioned: gained personal confidence and an ability to do new things as a result of the confidence.

Gained personal confidence:

- “... it has given me confidence and enabled me to do things that I wouldn’t have done... like take all these courses that ATB wants.”
- “Gave me the confidence to try the new ideas at work.”
- “I learned ... I can still (at age 47) learn – I was ‘afraid’ I’d be too old! I learned, learning is a lifetime experience, now I’ll NEVER stop!”

The research results indicate recurring themes reported by respondents when describing what made their learning experience memorable. These findings strengthen the quantitative results reported, specifically with respect to support and concern, self-confidence, group mix, facilitators and faculty, teamwork and interactions with others. The top sixteen themes reported, in order of frequency noted are illustrated in Figure 10 on the following page:

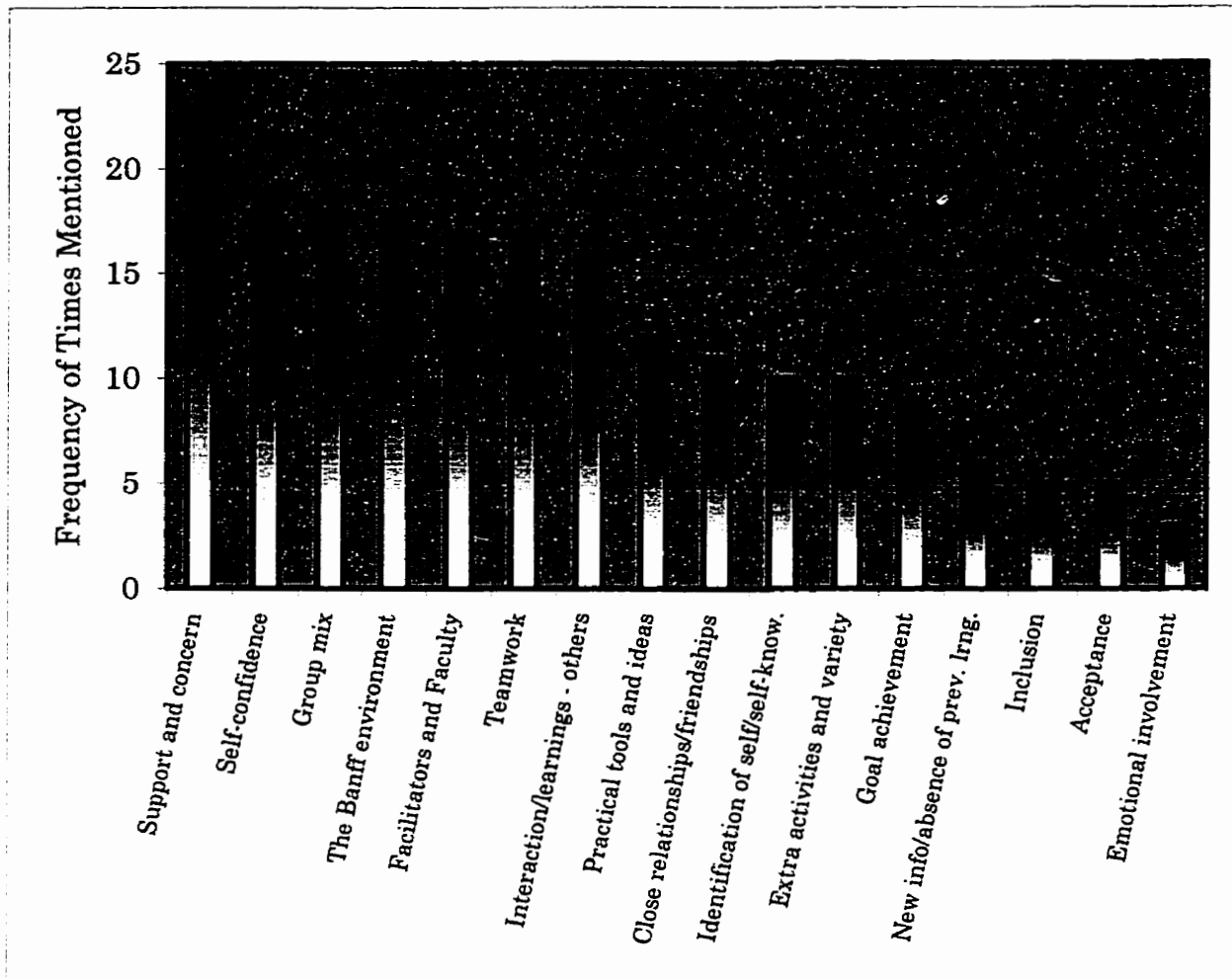


Figure 10. Reflection Question (b) – Recurring Themes

The third qualitative question asked in the Program Survey was:

c) How has this memorable experience translated into changes in your leadership behaviour on-the-job?

Eighty-two respondents (93%) commented in section (c) of the Reflection questions. In descending order of frequency, four areas were specifically noted as follows:

1. Encouragement, Support and Teamwork:

Forty-two respondents (51%) noted the importance of providing encouragement, support and teamwork. Analysis of their comments revealed the following common themes in order of frequency mentioned: need to give and receive encouragement and the importance of teamwork, understanding the impact of own behaviour, need for inclusion, need to analyze before taking action, need to listen more, increased self-confidence, increased empowerment and delegation, hope for the future and more positive attitude. Sample learner quotes follow:

Encouragement and teamwork:

- “Staff are making good decisions and frequently comment on the terrific environment in our office. The funny thing is, it has not been difficult to make changes!”
- “I believe learning more about myself as a leader has helped me relate to my staff better. I try to work with them as a team and guide them through each new experience.”
- “I have a new appreciation for teamwork and the potential of others.”
- “Since 2000 I have actively tried to be more open and honest about both thoughts and feelings in the workplace...”
- “I am more concerned with team effort than individual effort and it is paying off with fewer staff needed and more sales.”

Impact of own behaviour:

- “I try to follow a consultative management style, allowing co-workers to manage his/her job with myself acting as a coach.”
- “... more comfortable with empowerment and delegation of authority.”
- “Having just received my second 360 feedback, I have noticed a definite change in rating as well as a more consistent rating between raters.”
- “It makes a person take a good hard look at themselves.. I didn’t like what I saw so I changed it...”

Self-confidence:

- “The challenge and victory of that day [outdoor ropes course] has had such a positive affect on my self-esteem and confidence.”
- “Helped give me confidence in my leadership abilities...”
- “I have become more comfortable with the fact that I am a working mother and I can be as effective as a manager in a 9-hour work day rather than 12 hours a day. This makes me more confident in my roles as manager/mother.”

2. Staff Involvement:

Twenty-seven respondents (33%) noted the importance of involving staff more. Analysis of their comments revealed the following common themes in order of frequency mentioned: need to listen to staff more and to relate better with them, need to provide an environment for encouraging input and feedback, increased staff decision-making, need for more teamwork, more positive about change and more self-confidence. Sample learner quotes follow:

Listen more:

- “I encourage people to think things through and I listen to their suggestions.
- “Respect others’ input more today than one year ago ... better listener.”
- “I listen far more than I did and use the talents of the many staff to the advantage of the Branch.”

Increased staff decision-making:

- “I’ve learned to include all members of the staff, get ideas, and let them implement the best of those ideas with minimal supervision by me.”
- “Staff are making good decisions...”
- “... try to implement more of my employees’ ideas.”
- “Staff feel that they have a voice in the operation of the branch and therefore show some entrepreneurial attitude.”

3. About Own Behaviour:

Twenty-three respondents (28%) noted the importance of their own behaviour as a result of the Leading Toward 2000 program. Analysis of their comments revealed the following common themes in order of frequency mentioned: need to manage own behaviour better, need to step back and analyze before making decisions, importance of teamwork and improved self-confidence. Sample learner quotes follow:

Manage own behaviour:

- “... to manage my personality better and not to be overly aggressive all the time.”
- “... under times of stress or conflict, I have changed my style... now I try to move to the centre [hub] where I can draw on all three styles.”
- “... they notice that I have a greater appreciation for everyone, whatever they decide to pursue... encouragement, trust, confidence.”

Step back and analyze:

- “When we have conflict, I now take some time to engage my brain before my mouth ... I ask myself, is it worth it?”
- “I have learned at times it is better to fully analyze and prepare instead of jumping into something without knowing all the pertinent info.”
- “I am much better in times of conflict as I can step back, recognize my own and others’ behaviour and make the necessary adjustments so a satisfactory conclusion can be reached... I do not believe I would have my current [new] position without this course.”

4. Leadership Styles:

Eighteen respondents (22%) made reference to their leadership style. Analysis of their comments revealed the following common themes in order of frequency mentioned: need to manage own behaviour better through self-awareness, need for teamwork, need to encourage others, improved self-confidence, affirmation of current leadership style and the importance of becoming a better listener. Sample learner quotes follow:

Affirmation of current leadership style:

- “I believe I have taken on a leadership role and have demonstrated strength in this area.”

- "... the Banff course has helped me to understand my leadership style and adjust it to suit the situation."
- "I feel I have truly been demonstrating leadership vs. management every day..."
- "... I have a greater awareness of the world we operate in and how difficult it is to bring it all together... the Banff experience influenced the way I approach every day, and the progress in the learning contract just seemed to happen."

The research results indicate recurring themes reported by respondents when describing how the memorable learning experience from the Leading Toward 2000 program has translated into changes in their leadership behaviour on-the-job.

These findings support and enrich the quantitative results reported, specifically with respect to the need for encouragement of others and teamwork, impact of own behaviour, and becoming a better listener. The top twelve themes reported, in order of the frequency noted are illustrated in Figure 11 below:

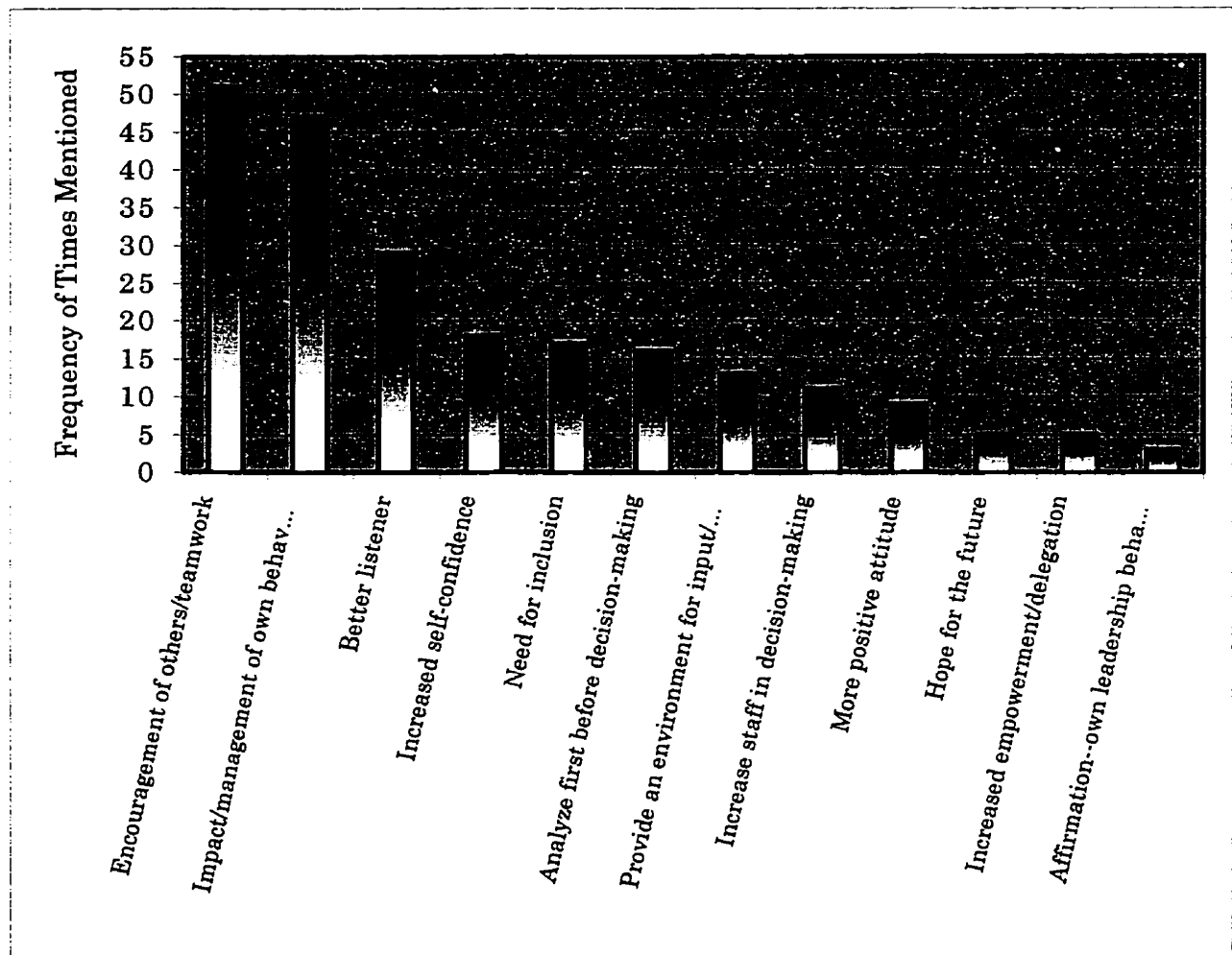


Figure 11. Reflection Question (c) – Recurring Themes

Focus Group Meetings and One-on-One Interviews

To enrich the program survey data, focus group meetings or one-on-one interviews were conducted with volunteer respondents from September to December, 1998. The purpose of these face-to-face dialogues was to understand further from the learners how they experienced their learning and the memorable incidents noted in their program surveys (Brookfield, 1990). The interviewer used direct questions and probing comments to clarify statements offered. In addition, the researcher synthesized and summarized the themes offered to ensure personal biases, values and experiences were kept to a minimum (Bramley, 1997). The focus group allowed respondents to build on each other's responses and care was taken to ensure a safe, empathetic and participative environment was fostered.

The focus groups and one-on-one interview data both support the program survey responses reported earlier and also provide new insights, as shown in Figure 12 on the following page. Further quantitative data is reported in Table C12, Appendix C. A number of unanticipated themes emerged during the face-to-face dialogues, which did not surface during the written surveys. Elaboration on these items follows.

Thirteen Unanticipated Themes

1. Personal Impact:

Thirty-nine references were made by learners about the personal impact of their Leading Toward 2000 experience. This finding was an unanticipated, yet a compelling theme expressed during the face-to-face meetings. Individuals expressed their feelings and thoughts about personal transformations resulting from their participation in Leading Toward 2000. They reported, for example:

Being better parents:

- "Leading has helped all around. It was a great course to make me a better leader at work and to make me a better dad."
- "You see your kids behave in certain ways and you see some of your worst characteristics and you see some of your best too and you are not very proud when you see the worst, so I'm a lot more conscious of that – and I think it's been in the past year and I don't want to let my son down."

Being more focused on their personal relationships:

- "And things that I talked about when I went home -- my husband and I talked about a lot of things for a long time. We still have issues we need to get through but I have a sense of myself now. Why I do stuff the way that I do and I'm more comfortable with who I am.. I don't need to apologize for being boisterous or gregarious, I don't need to apologize for that that's just who I am and I guess that's OK. When I was encouraged to look inside it gets a little disturbing."

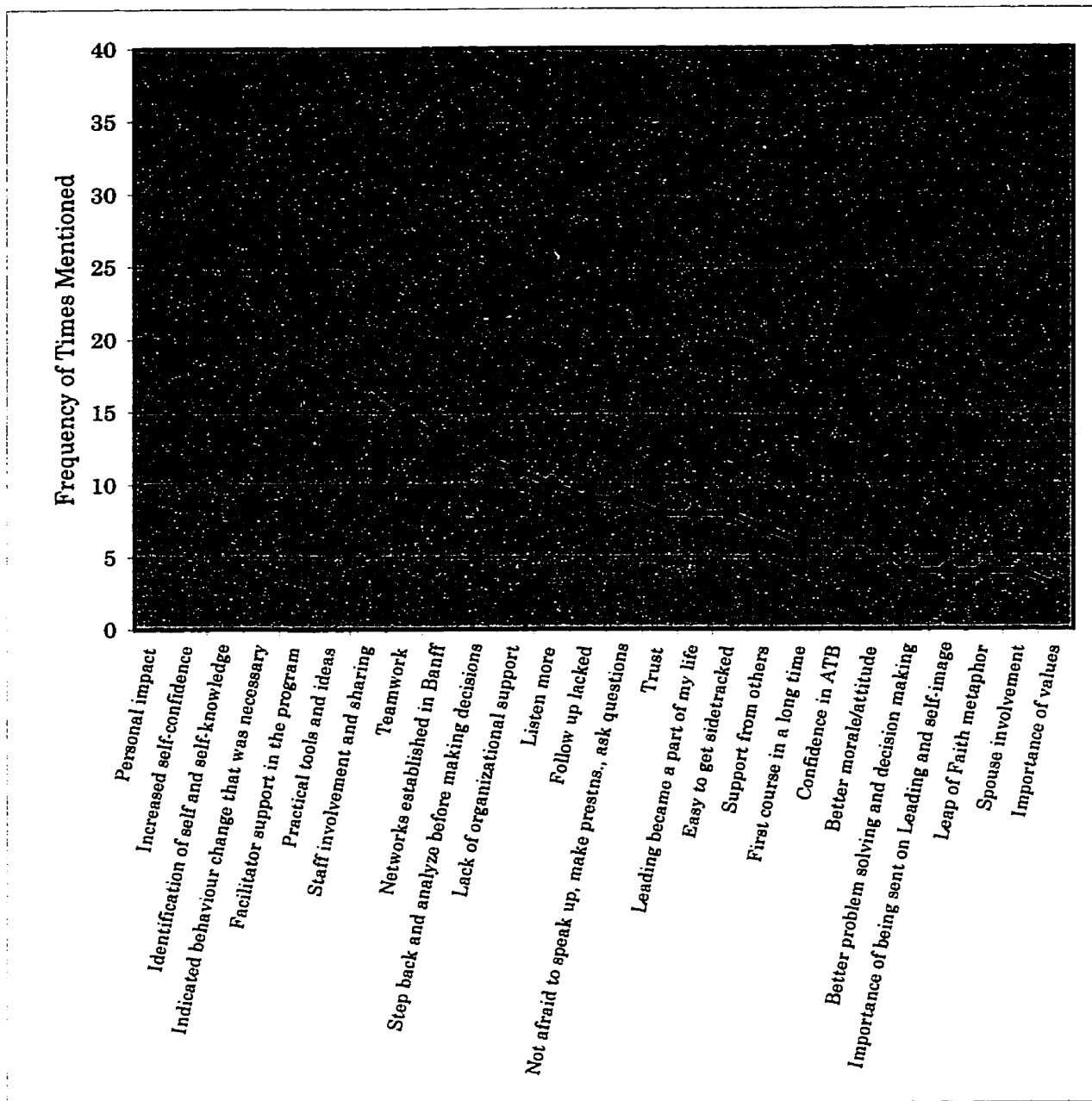


Figure 12. Focus Group Meetings and One-on-One Interviews Recurring Themes

Re-evaluating:

- "It made me look at my own personal life rather than just my work life."
- "I feel strongly about having a direction and having purpose and knowing where I'm supposed to go...and I know now where I am supposed to go."

Leading being the "glue" during change:

- "I think that relationship [learning partnerships] will continue on.. things like that from Leading Toward 2000 that I think are the extra glue that is holding us together in these tough times when we transfer a lot of people."

Making personal commitments to change:

- “People that I was on the course with have quit smoking, they have lost weight, they are looking at their health ... that was part of the transformational things... real personal things for them.”

Overall benefit:

- “To sum up, everyone would agree that there was a lot of practical stuff we could use right away and it made a difference. It made a difference in the way we act, we think, do a lot of things. Everyone who goes to this course is a better person for it after and if they are not, they missed it.”

Transformations:

- “That wasn’t a course, that was a life experience, that wasn’t a course.”
- “I think it is because you went into us and not work.”
- “I go home and my wife said how was it, and I said, you have no idea ... how do you explain?”

2. Networks Established in Banff:

The thirteen references to networks established in Banff was another unanticipated theme expressed during the face-to-face meetings. Individuals expressed their feelings about the people they met in Banff as “special people” who could help them, as follows:

Across regions:

- “There wasn’t a lot of people from our specific region... but still you have other regions to phone and you see how they’re dealing with things... that’s a big advantage.”
- “Someone else to call, somebody from a different region ... we’re at a different point than they’re at and we can ask how did you handle this and how did it go over with your staff...”

For support:

- “It’s wonderful to know that you can call somebody up and say ‘you won’t believe what happened’, and they are going to commiserate with you.”
- “Building up the support system is important, knowing that if you run into a problem ...you can say on the phone, can you help us out?”
- “We are up here for a long time without our families and just together and you build some pretty close friends and close relationships over the term of the course that you are here for and it is difficult to say goodbye.”

3. Lack of Organizational Support:

Not all of the unexpected themes were positive in nature. Eleven references were made to a lack of organizational support. Individuals expressed themselves, as follows:

Little support:

- “I see a lot of things that are not changing.”
- “I think one of the areas that has been dropped is the leadership and coaching; we have not formalized it; we need to coach more.”
- “We have to be clear to share from above and below... mixed messages and signals... do not tell me this is a great course unless I see him coaching.”
- “My manager did not respond.”
- “...I had a very unsupportive manager who believed the course was a waste of time. I believe my experience may have been different if supported by my manager. He had no interest in my learning and did not support it.”

Change is difficult:

- “ATB has been around a long time and these fellows were not brought up in the culture we are looking at today ...there are still some ...that are having a struggle.”
- “Sometimes as a leader you have mentally left the island...you loose your focus and you bail .. I think it is because of the changing roles I have been in and lack of definition around those roles.”

4. Follow-up Lacking:

Closely aligned with lack of organizational support, nine references were made to a lack follow-up. Specific comments follow:

Challenge of follow-up:

- “The follow-up ... I gave that low marks ... I guess if I wanted it I should have been asking for it ... you may ask for it but you don’t know where it fits into some else’s schedule...”
- “I think I had more follow-up from you with the two phone calls than I did from anybody else, like I got out with my manager only once and then we were all busy.”
- “If that follow-up was there, personally, I would have ... more of it would have hung on.”

Implementation challenges:

- “... Don’t take this the wrong way...It’s not that I walked away from the Leading Toward 2000 and didn’t do anything with it ... I just struggled with the amount of time to do it as properly as I would like to do it...”
- “... I did not receive any information or feedback from my manager ... when I did not get it I stopped giving it to my people.”

5. Trust:

Eight people referred to trust during the face-to-face meetings. Individuals expressed their feelings about trust, as follows:

Fear of reprisal:

- “.... Has been very helpful and very supportive and I guess that’s why I’m so adamant when I hear discussions about people still being worried about reprisals and recrimination when they give people honest feedback.”
- “We can be ourselves ... we can say what we want to say ... my ‘red’ coming out in me ... I am a nice person ... it’s nice people can trust each other. It was safe, there was trust ... and thank you to you for letting us do this.”

A sense of trust:

- “I am not sure I have that trusting relationship with him [my manager] yet ... to give him that feedback.”
- “I think I got it from the leadership program, the teamwork, the trust and they live that ... have to start being accountable ... if I have a problem or concern, I have to let someone know or it’s not going to get fixed.”

6. Leading Became a Part of My Life:

Eight references were made to Leading becoming a part of the participant’s life. Specific quotes follow:

Doing things differently:

- “I’m doing everything totally different than I was a year ago.”
- “This has definitely been a benefit for my life, period ... to make myself sit down and look at my 5 year plan.”
- “I think it really changed my life. Really. I wouldn’t be the person I am today.”

Deep impact:

- “I talked to him after ... we had our Leadership program and he said for him that time it was the closest thing to a spiritual experience that he had experienced since his children were born.”
- “How to describe that experience? I remember coming back to the branch and couldn’t talk to my wife.. you can’t relate to it unless you’ve been through it.. it was unbelievable.”
- “It was life altering.”
- “Growing up as a kid, I came from a very strong Christian religious family. I guess a lot of my beliefs and my tolerances are based on that. What I learned during that experience, during that the course ... I guess what I learned in a week replaced or, overcame what I thought 33 years of lifestyle or living and it kind of reinforced that and took it one step further. I don’t mean to be hypocritical to my religion and maybe I realized that I wasn’t a very good Christian or very tolerant of things ... it certainly took it to the next step for me.”

7. Easy to Get Sidetracked:

Eight references were made about how easy it is to get sidetracked when trying to implement the Leading concepts and tools. Specific quotes follow:

Losing momentum:

- “I went back with a one-month action plan and did everything on it, then got wrapped up in the branch, short staffed, all those good reasons. Later on I started to reflect on the learning.. I seemed to have lost sight for a while.”
- “It’s almost like you need another refresher after three months to pull you away from the branch and help you focus.”

The old ways:

- “The ability to carry the learning forward... because you fall back to your old ways – the fallback position.”
- “When time gets compromised you slide back.”

8. Confidence in ATB:

Six respondents commented on their renewed confidence in ATB as a result of attending the Leading Toward 2000 program, as follows:

My career with ATB:

- “I’ve been very fortunate that I’ve been treated very well. I’ve been given a job and promotions ... I’ve been really lucky. In that respect, I feel that that’s been good for me.”
- “I don’t think I’d have lasted as long if I hadn’t gone on that course.”
- “I felt much more favourable about being in this organization – we are working toward a common goal, vision, mission, values, come to life and have increasing confidence in the senior management.”
- “... If this is the kind of dedication and commitment that the organization is showing to the people... if you’re willing to invest this into me, it just makes me feel, hey, it is a pretty bright future.”

As a cultural element”

- “... The ATB Way and the Leading program... it is a priority in our region that we send all our new people on these programs. Leading is a program that cannot stop because it teaches people about ATB’s culture, vision and everything.”
- “Running this course was the key process to starting the change process at ATB – exploring new frontiers, even more than sales training.”

9. Better morale/attitude:

Six respondents spoke of better morale and attitudes, as follows:

With the staff:

- “Because they see it working ... they see totals going up.. they see staff happier... because it makes everyone’s day that much easier... it is a very, very distinct pattern that I’ve seen over the past year.”
- “People are more excited ...they’ve never felt like anyone truly cared before and I think it’s a lot of things we’ve picked up from the Leadership course.”
- “Two negative staff members became positive.”

10.Importance of being sent on Leading and self-image:

Four respondents specifically commented about the importance of being invited to participate in the Leading Toward 2000 program.

Me as a leader:

- “It ... pulled everything together so that it made us believe we were leaders. It gave us more, because of the lack of training in the past we sort of took every day as, oh well, we’re starting again now where do we go.”
- “OK the company has sent me on a course, it’s costing them a bundle of money so they must have some sort of faith in me.”
- “... I don’t know how good I am because I haven’t had any feedback, but then I look around and they’re sending me on these courses ... I must be doing something right.”

11.Leap of Faith metaphor:

Four respondents spoke about the “leap of faith” metaphor, as follows:

As a metaphor to make personal changes:

- “I remember him trying so hard to jump off that pole and he just couldn’t do it ... it was hard for him ... the rest of the guys did it and he didn’t ... I am certain it was in his mind that he couldn’t go where the organization was going and not being able to take that leap had an effect on him ... he left ATB.”
- “This course helped her to resign within three months after returning ... she knew this wasn’t an organization that she wanted to work for ... nothing personally, just she didn’t want to bend to what was going to be expected of her in the future

12.Spouse involvement:

Four respondents spoke about the importance of having their spouses involved in their learning, as follows:

Hard to explain:

- “I was just lost. I go home, and my wife said how was it, and I said, you have no idea ... how do you explain?”

- “I think your spouse has to buy-in – in as to what Treasury Branches is doing also.”
- “My wife and I did the SDI together ... we got a great deal out of it.”

13.Importance of values:

Three respondents specifically mentioned the importance of values during their learning experience, as follows:

The importance of values:

- “...Values are so important, not just at work, but in everyday life and when you can work with people like that it’s a real bonus.”
- “...The type of facilitation you do, and the type of values and feelings you bring to it ... you lend that program so much ... it is the most wonderful thing.”

Study Conclusions

The researcher has identified nine key conclusions, as follows:

1. Leader/learner know thyself:

“Although most successful leaders may have the necessary qualities, they are not likely to have developed the full battery of technical and people skills required to lead and empower other leaders to transform their organizations into winners in the globally competitive new millennium.” (Anderson, 1998, p. 5)
 “Among several hundred managers from twelve different organizations, accuracy in self-assessment was a hallmark of superior performance, something poorer performers lacked.” (Boyatzis in Goleman, 1998, p. 64).

Participants in the Leading Toward 2000 program sought self-awareness through the components and modules provided. Frequent reference was made to the INQ Thinking Styles Profile, TRG McBer/Hay Learning Styles Inventory, the Strength Deployment Inventory, the 360° competency map, the Leap of Faith and the Commitment “V”, and the importance of participant and facilitator feedback. Participants commented about increased understanding of self and the need to shape their own behaviour. “For an individual to decide to use or develop his or her own leadership qualities, the first step is learning how to recognize them.” (Pearman, 1998, p. ix)

From an adult learning perspective, Clark (in Merriam, 1993, p. 47) notes “... that transformational learning produces more far-reaching changes in the learners than does learning in general and that these changes have a significant impact on the learner’s subsequent experiences. In short, transformational learning *shapes* people; they are different afterwards, in ways both they and others can recognize.” There is support in the literature that transformational learning is often linked to individual development and the result is a positive, growth-enhancing experience.

Respondents noted increased self-confidence, increased ability to take risk, to speak up, to offer ideas and to share information more comfortably with others. This sharing, they suggest, has resulted in better morale, increased staff involvement and development of both individual and collective knowledge within the organization as it continues to ‘recharge and ready’ itself.

2. The value of customized programs:

Analysis of many variables such as tenure, gender, position, tenure in position, thinking and learning styles, SDI profiles, organizational culture, history and organizational outcomes all need to be considered to ensure a leadership development program is successful. Of primary importance is connecting the learning outcomes to the organizational culture and strategic initiatives.

Conger's (1992) integrated framework of successful elements in leadership training include skill building, conceptual development, personal growth experiences and feedback. The Leading program included all four elements. Given the generally pragmatic and experiential nature of adult learners (Knowles, 1980) and ATB learners specifically, applied learning or skill building is one key to the Leading program's success and to future programming. This hypothesis holds true in analyzing the Systems Thinking module, which had the greatest post-program increase in impact on learning. On the other hand, for some learners, reflective learning through a Learning Journal was powerful.

A well developed program must be open to change and allow for flexibility, based on learner and organizational needs. The ability of the facilitators and faculty to spontaneously customize, or tweak the program to suit the needs of the learners is critical as well. Csikszentmihalyi (1988) suggests that by finding the optimal match between skill and challenge, outcomes of learning, attention, memory and motivation can all be enhanced.

Customization is a key factor in maximizing the transferability of concepts and skills post-program. Roland, Wagner and Weigand (1995, p. 203) assert that Kolb's theory-building step (abstract conceptualization) is the "... critical step to the transfer of learning", based on the norms, values, beliefs and attitudes of the organization. Small group work is a way to make sense of the theory presented and "... should lead to active experimentation on the job, thereby increasing the opportunities for transfer". Recognition that ATB learners have a high preference for small group work ensures that it is a key learning methodology in future program design.

Not all components introduced in the program will have the same impact post-program, for example, learning journals and formal learning partnerships after the program decreased in impact for most learners. Learning is personal, present and continual (Vaill, 1990) and learners will utilize those components they can apply in their own situation. Introducing a new way of learning, for example, reflective observation through a learning journal is one way to help to overcome potential learning shortcuts. This tool may add value during the program more than post-program. Similarly it would appear the informal learning network established at Banff had a higher impact than the more formalized in-program learning partnerships for some learners.

To maximize a program's potential to succeed, a collaborative partnership must be developed between the client organization, the provider of the program, the design team, the faculty and the individual. Level one program evaluations from each program, learner insights and corporate requirements must be incorporated into each subsequent program to ensure optimal success.

3. The value of experiential learning:

Whether it is termed corporate experiential learning (CEL) or experience-based training and development (EBTD), "... the more levels of an individual – emotional, imaginative, cognitive, and behavioral – are engaged by a learning experience, the more powerful the learning will be." (Conger, 1992, p. 167)

Roland, Wagner and Weigand (1995, p. x) define corporate experiential learning (CEL) as an innovative practice that "... represents models, methodologies and processes that focus on individual, team and organizational development. CEL utilizes both indoor and outdoor learning environments with action-oriented activities, exercises and simulations which incorporate review, feedback and action planning." As evidenced in this research, common outcomes of experience-based training include both team-building and individual change. At the individual level outcomes include increases in acceptance to change, in trust in peers, in self-esteem, and in the ability to accept personal responsibility (Wagner and Roland, 1992b).

The Leading program was successful in engaging all elements of Kolb's (1984) experiential learning framework and used this information in action cycles to continuously apply learnings in the program (Kemmis and McTaggart, 1988). The findings of this project support the use of experiential learning. The top ten components (overall ratings of 3.61 – 3.30) are all highly experiential in design. The top eight modules (overall ratings of 3.49 – 3.09) are also highly experiential in methodology. This quantitative data is supported in the qualitative responses to the survey, where the outdoor ropes activity, Ecosim, personal inventories and ATB case study received consistent positive commentary.

The use of program surveys, focus groups and one-on-one interviews reengaged learners in their learning and ensured that "... participants take ownership of the results by directing the findings and shaping the outcomes" (Dunnigan and Reid, 1999) of future programs within ATB.

4. Facilitators/faculty and the environment they foster:

"Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." (Palmer, 1998, p. 10) Techniques and processes aside, it is the teacher who has a large impact on learning and the learners. Teaching "holds a mirror to the soul", so "... knowing myself is as crucial to good teaching as knowing my students and my subjects." It is the "... human heart that is the source of good teaching." (Palmer, 1998, p. 2-3)

The research supports the important and significant role the facilitators and faculty had on the success of the Leading program. Results of the program components indicate that the highest overall rating was facilitator support in the program (3.61). Analysis of the reflection questions shows frequent mention of

support of facilitators and faculty, relationships established, encouragement, and acceptance.

During the focus groups and one-on-one interviews, the importance of the program facilitators and faculty became even more evident. Sample quotes follow:

- "... you are probably the best teacher I've ever had ... I feel more comfortable talking to you than probably anybody we've had. You bring out the best in us ... you make us feel comfortable ... you made big change in my life."
- "... it is the facilitators a lot of the time ... the first day says it all ... you know it is going to be a good week ... the facilitators are getting you ready for the week, getting you pumped, getting your energy going."
- "... it is you as a person that makes a difference ... it brings us all together... it would make a difference if it was different people doing it."
- "... you had the attitude and the belief, the nurturing, passion ... you bring to it the belief ... you lend that program so much, thank you."

It is the intellectual, emotional and spiritual landscape that is interwoven inside and outside the classroom that fosters an environment of safety, trust, identity, integrity, authenticity, support, teamwork, and success. Intentionally creating those conditions is a critical competency of facilitators and faculty teams.

Throughout the evolution of experiential and adult learning, learned writers such as Dewey (1938), Rogers (1969) and Bandura (1977) have spoken of the "... need for congruence, empathetic understanding, unconditional positive regard as well as active listening and valuing self worth ... conditions necessary for client change and growth." (Roland, Wagner and Weigand, 1995, p. 2) Facilitators and faculty must have intimate knowledge of the client organization and its strategic outcomes, the learners and their individual needs, in addition to being skilled in understanding people. They, as leaders, must also know themselves.

Other researchers have supported the importance of the facilitator. In a survey conducted by providers of outdoor-based training (Miner, 1991a), it was found that "... the single most important factor in an effective program is the skill of the facilitator/trainer" (quoted in Roland, Wagner and Weigand, 1995, p. 172). Wagner and Roland (1992, p. 2) conducted a two-year qualitative and quantitative study examining the effects of hard and soft skills of facilitators in an experience-based outdoor training and development program. They report that individual and group behaviours "... appear to change positively after participation in these programs. One key reason that has been given for this positive change is the skill level of the facilitator – both in the "hard" skill areas .. as well as the "soft" skill areas..."

Wagner and Roland (1992, p. 9) identify three critical areas of knowledge required to be effective in leading experience-based training: "... process of

activity skills, knowledge of human behavior/group interaction skills and knowledge of the business organization”.

5. Training initiatives may have unexpected results:

The findings reported in data collection reflect some unexpected results from the researcher's perspective. Identified earlier in the report, such key elements as:

- **The level of personal impact and transformation reported** – the Leading Toward 2000 program became a part of people's lives, it was not just about ATB. It helped people to trust, to review their values and to feel better about themselves as people.
- **Family relationships during organizational change** – individuals experiencing tremendous workplace and personal change find it difficult to have shared conversations with partners or spouses when returning from a transformational learning experience. A lack of context exists.
- **The Leap of Faith metaphor** – the metaphor of the Leap of Faith meant different things to different people. For some it meant self-selection out of the organization. For others, it meant pushing personal boundaries. For many, it meant risk taking and confidence building. Research supports that it is perhaps the intensity of the dramatic outdoor experiences that stay in learners' minds back in the workplace, providing a metaphorical carryover to acceptance of risk taking, trust and openness (Conger, 1992). The Commitment “V” outdoor experiential activity was linked to trust, risk taking and relationship building with others.
- **Confidence in ATB and in self** – the references to increased self-image by simply being invited to attend the program and the increased confidence in ATB and its future direction were unanticipated findings for the researcher.

6. Post program organizational support:

There is support in the literature (Baldwin and Ford, 1988; Bramley, 1997; Kirkpatrick, 1994; Wlodkowski, 1985, Aubrey, 1994) of the importance of organizational support for effective and continued transfer of learning on-the-job after a learning event has occurred.

Kirkpatrick (1994) asserts four conditions are necessary for behaviour change to occur – the person: must have a desire to change, must know what to do and how to do it, must work in the right climate and must be rewarded for changing behaviour.

Baldwin and Ford (1988, p. 63) in their critique of existing transfer research, suggest conditions for transfer include both the “...generalization of learned material to the job and the maintenance of trained skills over a period of time on

the job.” In their model of the transfer process they suggest framework that includes:

- Training inputs: including trainee characteristics, training design and work environment
- Training outcomes: learning and retention
- Conditions of transfer: generalization and maintenance

Important linkages exist between these three critical areas to enhance the transfer process. Post training processes such as goal setting and feedback are shown to increase learner motivation, particularly if used together. Work climate, supervisor support, job relevance of the training and many other factors enhance the transferability of new learning. The research in this area is evolving.

The formal tools and processes provided during the Leading program (learning contracts and action plans, post-program letters, follow-up telephone calls, learning partnerships and 360° competency mapping) are a start. When an organization is undergoing massive change, it is easy to get sidetracked and a more formal infrastructure may be required. New competency development needs reinforcement. The opportunity to try learned behaviours on-the-job and receive workplace support and feedback helps operationalize and maximize the value of the leadership development program. There was some evidence that this has not consistently occurred for all participants yet.

Goleman (1998, p. 120) states, “The more support employees feel from their organization, the more trust, attachment, and loyalty they will feel, and the better organizational citizens they will be.”

7. Competency Development:

Boyatzis (1982, p. 254) describes the six stages necessary for competency development to occur: recognition of the competency, understanding of the competency relevant to the role, self-assessment, experimentation with the competency, use of the competency and application in job situations.

The Leading program provided many of these six stages through the various program components and modules. Specifically, the value of the diagnostic tools and the 360° competency map used within the program supports the theoretical underpinnings that to develop competencies in leaders we must, “...build awareness first, change behavior second.” (Cashman, 1998, p. 187)

Learners reported their new found self-knowledge meant a higher level of competence in their problem solving and decision making. They took the time to analyze more systematically before reacting to a situation. This is important learning, particularly for those who are pragmatist thinkers and converger

learners (as detailed in Appendix C, Figures C5 and C6). Being a better listener, encouraging others, and sharing information resulted in increased self-confidence.

“Superior performers intentionally seek out feedback; they want to hear how others perceive them, realizing that this is valuable information. That may be part of the reason people who are self-aware are also better performers.” (Nilsen and Campbell in Goleman, 1998, p. 67) “Self-awareness is a building block of commitment. Employees who know their own guiding values or purpose will have a clear, even vivid sense about whether there is a ‘fit’ in the organization. When they feel a match, their commitment is spontaneous and strong.” (Goleman, 1998, p. 120)

8. Organizational culture change and previous training history:

The history of an organization, its culture, its past reward and recognition processes, its past training and learning opportunities all impact on learners. In ATB’s recent past external training and “soft skills” such as leadership development were infrequent. “One of the greatest challenges facing organizations today is how to retool and reinvigorate organizational cultures after sustained periods of retrenchment, reorganization, and turmoil.” (Vicere and Fulmer, 1996b, p. 30)

ATB’s CEO Paul Haggis stated on January 27, 1999, that The Banff Centre programming was making a difference and “... the Banff courses are a part of your growth. Significant change of people in attitude and self-confidence is occurring in ATB.” He further indicated, “Our training centre is The Banff Centre – one of the finest in the world.” With ATB’s investment in learning, a learning organization culture to support the sales culture would seem an appropriate evolution.

As ATB moves to ensure the best fit between individuals and the positions available, capturing the teachable moments in people as they change roles is crucial. The survey results indicate that 50% of respondents had been in their current job position less than two years. The acquisition of new competencies to adapt to changing circumstances may have played a part in their readiness for learning (Cross, 1981). Lindeman (1926, p. 6 - 9) ties the meaning of adult education to experience: “The approach to adult education will be via the route of situations, not subjects” because “... the resource of highest value is the learner’s experience.”

The rich culture and history of the organization needs to blend with the new organizational stories and rituals. ATB commits to “... retain the best people in the business, and to give them the training they need to provide service to our customers and to serve them well.” (Recharged and Ready, 1999, p. 9)

9. Learning in an Off-site Retreat:

Offsite learning, particularly in the Banff environment, affords learners the reflection, networking and integration time to look at learning and their lives differently.

Vicere and Fulmer (1996b, p. 257) note in their seminal work on strategic leadership development, "... participants often report that it is easier to change their own paradigms and see things from a different perspective when they are 'on sabbatical' in the midst of a bustling academic environment." The Banff Centre for Management offers such an environment.

The research results indicate that formal learning partnerships may not be kept updated post-program. However, cohorts who attended the Leading program together often established electronic bulletin boards, organized luncheons and kept the lines of communication open post-training through a variety of vehicles. ATB may have an opportunity to enhance the value of these relationships through a more formalized process, such as peer mentoring.

Study Recommendations

This study has been a true testament to the value of action research. The findings provided throughout the research timeframe have informed the very successful second year of programming for Alberta Treasury Branches at The Banff Centre for Management.

A collaborative process was used to develop the recommendations and incorporates many diverse variables, as follows:

- the strategy, history and culture of ATB,
- the vision and future direction of ATB,
- the uniqueness of the learners,
- the learning processes and tools,
- the collaborative partnership developed between ATB, The Banff Centre for Management, the program designers, and the faculty team,
- the observations, beliefs and spirit of the researcher.

Study recommendations have been written for three audiences, as follows:

A. For Sponsoring Organizations:

1. **Leadership development programs such as Leading Toward 2000 may result in unanticipated individual and organizational outcomes.**

From this research project, some specific recommendations ATB may wish to consider addressing are the following:

- Provide a condensed version of the learning for spouses or partners to maximize transferability and reduce stress encountered during learner re-entry (it is recognized this may not be feasible due to budget limitations).
- Provide vehicles to open the lines of trust and reduce the fear of reprisal in the organization, such as frequent face-to-face dialogue and communication sessions, anonymous on-line 'suggestion' areas, coaching strategies modeled by leaders, etc.
- Design follow-up sessions or reinforcing strategies for learners to continue to use the concepts in their personal lives (i.e., work and life balance sessions, life planning, values discovery, reflection activities).
- Encourage people to feel a continued sense of confidence in ATB and its direction through participation in planning, implementing, monitoring and celebrating ATB's continued progress toward its vision and business goals (by putting their leadership competencies into action).
- Ensure attendees of the Leading Toward 2000 program are explicitly aware of the ATB's commitment to them pre- and post-program and the expectations of them in return, through individualized coaching provided by their immediate leader.

- Communicate that some unintended consequences, such as self-selection out of the organization, can be a positive result, for both the individual and ATB.

2. Post-program organizational support must be formalized to maximize the value of the leadership program.

Leverage individual learning into team and organizational knowledge creation within ATB. From this research project, some specific recommendations for ATB to consider are:

- Develop a strategic systems approach to maintaining post-training momentum. Further research is required to establish optimum processes and tools. Options may include: job rotation, special task forces or project work, on-the-job training, facilitating or teaching opportunities, coaching, mentoring and increased feedback. (McCauley, Moxley and Van Velsor, 1998).
- Establish formalized post-training networks or alumni groups within ATB to build intellectual capital across boundaries in the organization, using a variety of vehicles (i.e., electronic, face-to-face, written newsletters, social events).
- Ensure immediate managers have explicit accountability to coach participants pre- and post-learning events to maximize the on-going value of the learning.
- Formalize in-program learning partnerships with specific post-program accountabilities or perhaps 'peer mentoring'.
- Promote individual coaching and consultation sessions to coach goals and action plans set during the program, using internal and/or external facilitators.
- Provide shorter length "booster sessions" to prevent relapse into old behaviours, perhaps using previous attendees as mentors to more recent participants.
- Develop a resource group within ATB to act as internal support for learners' post-program competency development, using the Corporate Learning Centre, Human Resources or other available resources.
- Measure what matters – use recognition and reward processes to acknowledge growth in leadership and learning competencies.

3. Competency development and feedback initiated during a learning event need to be continued post-program.

The Leading program introduced the process of 360° feedback within ATB. Use of 360° competency feedback can be a catalyst to behaviour change and should be used as an on-going leadership development tool. Development of specific behaviours through a competency assessment tool will allow learners to assess the gaps at the individual level for self improvement. At the organizational level, ATB needs to ensure that the 360° competency

framework introduced during the Leading Toward 2000 program can be integrated into ATB's culture in an easy-to-understand format and in a manner that inspires confidence in individuals.

4. Shaping its new culture means ATB must link the future with the past to ensure it retains the best people in the organization.

With its recent significant investment in learning, training and individual development, ATB has some future challenges:

- To establish a culture of a learning organization to support the proactive sales culture with a shared vision, common definition and established processes of needs assessment and evaluation.
- To overcome a history of infrequent training and development, while existing in the volatile financial services industry. Learners are overwhelmed at the magnitude of update required in both technical and non-technical competencies.
- To ensure updated and motivated learners are adequately challenged, recognized and compensated to remain within ATB.

5. Learning in an off-site retreat affords a higher level of reflection, integration and networking.

Based on Kolb's model (1984) and on action research theory, learning requires time to reflect and to observe. Adult learners away from their homes and workplace distractions, tend to learn from and support each other in many ways. The assistance they offer each other during the program translates into post-program support networks.

Building in both formal (learning partnerships during the program) and informal networking time (social activities, reflection time) provides an opportunity for people to "make sense" of their learning, contextualize it to their organization and pragmatically assess implementation of the concepts and skills. Allowing time within the intensive residency period for reflection and networking is important. The environment provided at Banff and The Banff Centre for Management has a positive impact on leadership development and learning. Both sponsoring organizations and program designers, faculty and facilitators need to consider this recommendation.

B. For Program Designers, Faculty and Facilitators:

6. Customized programs are crucial to successful leadership development.

Designers must understand the unique context of the sponsoring organization and integrate these realities into the learning environment.

Well designed programs must address the rich characteristics of the learners, their tenure, their gender, their position, their challenges in the organization, and their needs as unique individuals. Effective leadership development programs include the four essential elements of conceptual overview, feedback processes, skill building and personal growth experiences (Conger, 1992).

Research supports the company-specific approach to leadership development. Outcomes of "... encouragement of teamwork, development of new lines of communication, and the clarification of organizational style, strategy, and culture", were reported by Vicere and Fulmer (1996b, p. 140) in these perspective-building experiences and are recurrent themes in this research.

7. Selection of facilitators and faculty for the program are crucial to the success of the program.

To create a true learning community, the teaching team must relate with personal authenticity, be comfortable with self-disclosure, understand the uniqueness of individual participants and be nonjudgmental and nonprescriptive in their dealings with learners (McCauley, Moxley and Van Velsor, 1998). They must be able to integrate the course components and modules to the diverse group of participants, inclusive of tenure, gender, job position and tenure in job position. To understand the organizational challenges experienced by the learners requires a flexible, encouraging and supportive manner. Above all, they must start from a philosophy of 'leader know thyself'.

8. Experiential learning, both indoor and outdoor, are critical components to a transformational leadership development program.

This methodology is particularly important when working with action-oriented (Kolb, 1984, Buller et al. 1991, Brookfield, 1986) adult learners. If outcomes such as increased acceptance to change, trust in peers, increased self-esteem and acceptance of personal responsibility are important, experiential learning is an important process to incorporate within the learning event.

9. Build self-awareness and self-assessment tools early into leadership development programs.

It is possible to help individuals become better learners and awareness is the catalyst. Leaders and learners need to know how they learn, how they think and their preferred leadership style (Bruvhold et al. 1983, Harrison & Bramson, 1982). Increased self-esteem resulting from 360° feedback and self-assessment "... enhances people's ability to learn from experience because it builds their ability to see new perspectives without threatening their current perspectives." (McCauley, Moxley and Van Velsor, 1998, p. 260-261).

C. For Individual Learners:

10. Prepare yourself for transformational learning by being open to new experiences, new competency growth and perhaps unanticipated learning.

It is not possible to anticipate the individual and unique outcomes from a transformational learning experience such as the Leading Toward 2000 program. Vaill (1989, p. 34) suggested the importance of shelving “one’s competence in favor of an openness to the new.” In closing this section, it is, perhaps best heard in the words and the voices of the learners themselves, as follows:

- “The experience brought out the fears, refined me by the challenge – gave me hope for the future... thanks for the experience!”
- “Leading Toward 2000 was the first step... the first step is usually the most important and memorable.”
- “I now think and act ‘outside the box’ more often and better. I have found talents that I assume I always had but seldom used.”
- The changes “...involved taking a fresh look from outside my circle, and to really evaluate and reevaluate my leadership style and skills...I have been ‘forced’ to review my learning contract on a regular basis, and adjust my competencies and behaviours accordingly ... Yes, I could write a novel on these changes...”
- “The word that I have used to describe my experience in Banff has been ‘spiritual’. I cannot recall a week where I felt so totally immersed in what I was doing, and being aware of what was going on around me. In fact, the bus ride out of Banff, oddly enough, is memorable in that I felt like I was letting go of the experience, wishing that it didn’t have to end. This became my life for a week... nothing compares to the way I became so totally engaged in the experience of Leading Toward 2000.”

CHAPTER FIVE – RESEARCH IMPLICATIONS

Organizational implementation

The Alberta Treasury Branches (ATB) and The Banff Centre for Management (BCFM) have been provided with ten recommendations as a result of this research. While the focus of the recommendations have been geared directly to ATB, there are implications for The Banff Centre in providing leadership development strategies for ATB and for other organizations.

The Alberta Treasury Branches

It is recognized barriers may exist for ATB to implement all the recommendations provided in this research. It is also recognized that the researcher is external to the ATB organization and may not have all of the pertinent information.

There is significant volatility in the financial services industry today. ATB has envisioned its future of “independence” from its government history over the next few years. These variables and others require the on-going change of culture and development of leaderly learners.

Choosing The Banff Centre for Management as their preferred partner appears to have been a wise one. Many financial institutions have invested considerable money in recent years building and resourcing their own learning establishments. The success of the ATB/BCFM partnership has been evidenced at many levels within ATB. The evaluation of the off-site customized program components, modules, facilitators and faculty appear to support and are consistent with the recommendations. Program Outcomes (Appendix A-1) developed for the Leading Toward 2000 program appear to have been successfully accomplished, as evidenced throughout this research project.

From a systems approach, the Leading Toward 2000 program is only one part of the system. The focus of this research is to help ATB learn what interventions make a difference to participants’ learning and their ability to demonstrate that learning on the job post-training.

ATB needs to implement a strategic approach to support a culture of organizational learning in a formalized manner. The organization is already an organization ‘in learning’. Learning organizations must be championed from the top to encourage learning throughout the organization, demonstrate organizational capacity for change, redefine organizational structure, culture, job design and mental models, encourage widespread participation, and promote systemic thinking (Watkins and Marsick, 1993).

Within the framework of a learning organization, strategy can be developed to support a proactive sales culture in the most effective and efficient manner. It is recommended that to maximize their existing development investment and to benefit in the future, ATB needs to formalize the role of learning in the organization. Organizational outcomes need to be articulated on which to build a true learning culture. Further analysis would be required, however, such a move might include such processes as: needs assessment, post-program support and overall learning evaluation at the individual, team and organizational level.

Developing a strategic approach to learning vs. training, ATB can ensure that the Leading Toward 2000 program and all other learning interventions provide the highest level of return, at the individual, team and organizational level. With the year 2000 only nine months away, a 'refreshing' of the Leading Toward 2000 program may be appropriate. Without an integrated approach to organizational learning, ATB may not reach their vision and aggressive growth targets.

The Banff Centre for Management

The Banff Centre for Management has a unique opportunity to use the research findings provided in this report to continue to enhance their partnership with ATB as well as to help other client organizations.

BCFM deserves to be proud of the success of their learning framework which incorporates competency focused learning, 360° feedback, innovation and creativity, experiential learning approaches, diverse faculty and integrated follow-up processes.

One area for BCFM to further help their clients is in post-program support, as noted within this research. Client organizations embroiled in cultural change and environmental turmoil may not have the internal resources to maximize transfer of the learning. To add value to its client relationships, BCFM needs to consider how to provide a higher degree of post-program consulting at a strategic level. Hypothetically, this support could add value to the impact learners perceive from specific program components and modules such as: the Follow up Telephone Call, Learning Partnerships after the Program and Re-entry Planning. New processes such as individual or one-on-one coaching may be an area client organizations would consider a value added to their relationship with BCFM.

The pre-course package was one of the five lowest rated items in the program components. This may be another area where BCFM can be instrumental with ATB and with other client organizations. Examination of how to make the pre-course more meaningful in terms of time spent and understanding gained of the process may be required. A simplified process, with solid up-front organizational support, may reinforce the value of the pre-course activities. BCFM can help ensure the

learners are better prepared for the learning event through specific on-going dialogue with and commitment of sponsoring organizations.

To accommodate these expanded client services and enhanced learner outcomes, both pre- and post-program, BCFM will need to ensure an internal support infrastructure exists.

The faculty and facilitators contracted to support client organizations are key elements to BCFM's on-going success. Establishing a reserve of talented faculty to draw upon will be an initiative for BCFM to consider. It is important to ensure the faculty team have specific knowledge of client organizations, their current challenges and their learners. Program design, components, modules and processes need to continue to be customized to the unique learner needs and adapted as client organizations evolve. Sufficient up-front orientation and continuity are vital to achieve this goal.

BCFM's vision is to continue to be the acclaimed leading centre in Canada and one of the top five in North America, in a financially self-sufficient manner. It must continuously recreate itself to meet the evolving needs of its clients in a very competitive marketplace. Without creatively adding value to those relationships, BCFM may not reach its vision.

Future research

Review of the current literature and outcomes of this study point to a number of issues that warrant further exploration to understand this complex subject. These issues are represented as a series of reflective questions:

- What impact did the differing facilitators and faculty have with the program success? Is it possible to determine the individual competencies, experiences, styles, and behaviours of faculty that most impact the effectiveness of the learning?
- What were the specific events or processes that encouraged the transformational and very personal learning that was reported by many learners? Are these similar or variable across learners?
- What is the overall impact to ATB as a result of the Leading Toward 2000 program? It is possible to quantify the organizational change resulting from this intervention, using Kirpatrick's Level IV framework?
- How do organizations encourage and provide a supporting climate for sustained individual lifelong learning?
- What insights can program designers glean from the component and module evaluations to ensure maximum learning impact occurs for a diverse group of

adult learners, across varying development stages, ages, tenure, gender, job position and other unique characteristics?

- What impact does the group composition have on the outcomes of the learning, i.e., what mix of people maximizes the learning and post-program application?
- What additional information could be learned by correlating the success of program components and modules by individual thinking styles, learning styles and leadership styles?
- How have increased self-awareness and self-esteem specifically translated into behaviour change?
- What future insights can be learned by tracking this group of learners for a further period of time and re-administering a survey or using follow-up dialogues about their learning?
- What new learning, if any, would emerge by surveying the next seven groups of learners who completed the Leading Toward 2000 program over the timeframe March 1998 to January 1999?
- What information can be learned from those learners who did not participate in the program survey, focus groups or one-on-one interviews?
- What information can be learned from participants who have left ATB? What impact, if any, did the Leading Toward 2000 program have on their decision to leave or on their subsequent future choices?
- What additional follow up strategies would learners suggest could be implemented by The Banff Centre or The Alberta Treasury Branches to further aid in the transfer of the learning?

CHAPTER SIX – LESSONS LEARNED

Research Project Lessons Learned

The opportunity to work as a learner and an action researcher over the term of this research has been transformational for me. To quote ATB C.E.O. Paul Haggis, the “stars truly were aligned” for me in the sequence of events that led me to The Banff Centre for Management and The Alberta Treasury Branches.

Here are the lessons I learned that may be helpful to future researchers:

What Worked Well

1. Having absolute passion for my research topic. What a motivating environment to be living on campus, working with the learners, exploring our learning and making sense together in an action research mode. The positive feedback, anecdotal stories, heartfelt thanks I received made it all very worthwhile and extremely rewarding, even when the days and weeks were long. I feel I have had the benefit of learning the most throughout this process – about leadership, about systems thinking, about teams, about trust, and about authenticity.
2. The value of teaming with a co-facilitator who was a constant inspiration and source of new knowledge creation as themes and ideas emerged. The ability to dialogue with one who knows and cares about the learning was very rewarding and spiritual.
3. Allowing others to help. Not always easy to do, but using support to transcribe the focus group and one-on-one meetings proved to be a great use of my time and energy. I was able to focus on analyzing themes and conclusions, rather than the actual inputting. As well, I asked and receive helpful ideas and insights from other faculty and facilitators often.
4. Providing enough time and a comfortable environment to “stay in the moment” during focus groups and one-on-one interviews. Creative scheduling was required as these meetings occurred in the midst of 14-hour facilitating days. In retrospect, these dialogues added a level of richness to the research that was unanticipated and illuminating.
5. Thanks to the previous MA LT graduates (MA LT 1) who shared their learnings during our second residency. Their insights were practical and the tools they recommended were easy to learn and essential, specifically:
 - FileMaker Pro software proved invaluable to quantify mountains of data and seek recognizable themes;

- EndNote 3 software easily and quickly organized the burgeoning number of references, readings and notes that gathered during the research.
6. Learning to 'let go' of some of the emerging information which, although interesting, was not vital to this report. My faculty advisor Nancy Greer was very helpful in counselling me about the choices I needed to make both up-front and during the report writing. Step back and be objective about the sometimes overwhelming volume of data.

What Could Have Worked Better

1. Faster return of completed surveys. If I had received them earlier, I could have analyzed and provided focus groups and one-on-one meetings with tentative conclusions and ideas to "rub up against" (Annis Hammond, 1996). This process might have initiated new perspectives in a second round of action learning.
2. A higher response rate of program surveys. What could I have done to receive a higher level of survey responses? If I had sent a second program survey or e-mailed people directly, would it have increased the return rate and perhaps have yielded even more insights?

REFERENCES

- Alliger, G., & Janak, E. A. (1989). Kirkpatrick's levels of training criteria: Thirty years later. Personnel Psychology, Inc. (42), 331-342.
- Alliger, G., Tannenbaum, S., Bennett, W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. Personnel Psychology, Summer 1997, 341-358.
- Amidon, D. M. (1997). Innovation strategy for the knowledge economy: The Ken awakening. Newton, MA: Butterworth-Heinemann.
- Anderson, T. F. (1998). Transforming leadership: Equipping yourself and coaching others to build the leadership organization. Boca Raton, FL: St. Lucie Press.
- Annis Hammond, S. (1996). The thin book of appreciative inquiry. Plano, TX: Kodiak Consulting.
- Argyris, C. (1991, September-October). Skilled incompetence. Harvard Business Review.
- Aubrey, A. A. (1994). An evaluation of the Teampower! program: Experiential team development training for organizations. Unpublished Submitted to the Faculty of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master of Social Work, The University of Calgary, Calgary, AB.
- Baldwin, T., & Ford, J. (1988). Transfer of training: A review and directions for future research. Personnel Psychology, 41, 63-105.
- Bandura, A. (1977). Self-Efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191-215.
- Barrett, F. (1995, Autumn). Creating appreciative learning cultures. Organizational Dynamics, 36-49.
- Bennis, W. (1989). On becoming a leader. Menlo Park, CA: Addison-Wesley Publishing Company, Inc.
- Bennis, W. G. (1959). Leadership theory and administrative behavior: The problem of authority. Administrative Quarterly, 4, 259-260.
- Blanchard, K. (1997). Mission possible: Becoming a world-class organization while there's still time. Toronto, ON: McGraw-Hill.
- Boyatzis, R. E. (1982). The competent manager: A model for effective performance. New York: John Wiley & Sons.

- Bramley, P. (1997). Evaluating training effectiveness. London, ENG: McGraw-Hill Publishing Company.
- Brookfield, S. D. (1986). Understanding and facilitating adult learning. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Brookfield, S. D. (1990). The skillful teacher. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Brookfield, S. D. (1995). Becoming a critically reflective teacher. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Burns, J. M. (1978). Leadership. New York, NY: Harper & Row.
- Bruvhold, W. H., Parlette, N., Bramson, R. M., & Bramson, S. J. (1983). An investigation of the item characteristics, reliability, and validity of the inquiry mode questionnaire. Educational and Psychological Measurement, 43, 483-493.
- Bryman, A. (1993). Charisma and leadership in organizations. London, ENG: Sage.
- Buller, P. F., Cragun, J. R., & McEvoy, G. M. (1991). Getting the most out of outdoor training. Training and Development Journal, 45, 58-61.
- Burke, M. J., & Day, R. R. (1986). A cumulative study of the effectiveness of managerial training. Journal of Applied Psychology, 71, 232-245.
- Busche, G. (1998, slated for publication). Attending to others: Interviewing appreciatively (draft document). In D. Cooperrider et al. (Ed.), Appreciative Inquiry Field Book.
- Cashman, K. (1998). Leadership from the inside out: Seven pathways to mastery. Provo, UT: Executive Excellence Publishing.
- Catteneo, C. (1998, June 3). ATB fast-tracking plans to go public. The Financial Post.
- Conger, J. (1992). Learning to lead. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Covey, S. (1989). The 7 habits of highly effective people. New York, NY: Simon & Schuster.
- Cross, K. P. (1981). Adults as learners: Increasing participation and facilitating learning. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Csikszentmihalyi, M. (1988). Optimal experience. New York, NY: Cambridge University Press.

- De Pree, M. (1989). Leadership is an art. New York, NY: Dell Publishing.
- Dewey, J. (1938). Experience and education. New York, NY: Collier Books.
- Dotlich, D. L., & Noel, J. L. (1998). Action learning: How the world's top companies are re-creating their leaders and themselves. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Dunnigan, P., & Reid, E. (1999). Women in leadership: An action research project. Edmonton, AB: Dunnigan Reid Consulting Inc.
- Fiedler, F. (1967). A theory of leadership effectiveness. New York, NY: McGraw-Hill.
- Gardner, J. W. (1990). On leadership. New York, NY: Free Press.
- Goleman, D. (1998). Working with emotional intelligence. New York, NY: Bantam Books.
- Greenleaf, R. (1977). Servant leadership. New York, NY: Paulist Press.
- Griffin, V. R. (1982). Self-directed adult learners and learning. In R. Herman (Ed.), The design of self-directed learning (2 ed., pp. 25-43). Toronto, ON: O.I.S.E.
- Haines, S. (1995). The ABC's of strategic management. San Diego, CA: Centre for Strategic Management.
- Harrison, A., & Bramson, R. (1982). The art of thinking. New York, NY: Berkley Books.
- Helliwell, T. (1999). Take your soul to work. Canada: Random House of Canada.
- Herbert, T. (1995). Experiential learning: A teacher's perspective. The ERIC Clearinghouse on Assessment and Evaluation, ERIC Document Reproduction Service, 19.
- Hersey, P. & Blanchard, K. (1993). Management of organizational behaviour. Englewood Cliffs, NJ: Prentice-Hall.
- Herzberg, F. (1966). Work and the nature of man. New York, NY: Thomas Crowell.
- Katz, R. (1977). The influence of group conflict on leadership effectiveness. Organizational Behaviour and Human Performance, 20, 265-286.
- Kemmis, S., & McTaggart, R. (1988). The action research planner. Victoria, AUS: Deakin University Press.

- Kidd, J. R. (1973). How adults learn. (2 ed.). New York, NY: Association Press.
- Kirby, S., & McKenna, K. (1989). Experience research social change: Methods from the margins. Toronto, ON: Garamond Press.
- Kirkpatrick, D. L. (1994). Evaluating training programs: The four levels. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Knowles, M. S. (1980). The modern practice of adult education. Englewood Cliffs, NJ: Cambridge.
- Koestenbaum, P. (1991). Leadership the inner side of greatness. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Kolb, D. A. (1984). Experiential learning: Experience as a source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.
- Kouzes, J. M., & Posner, B. Z. (1995). The leadership challenge. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Lewin, K. (1946). Action research and minority problems. Journal of Social Issues, 2, 34-46.
- Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behaviour in experimentally created social climates. Journal of Social Psychology, 10, 271-301.
- Lindeman, E. (1926). The meaning of adult education. New York, NY: New Republic.
- McCauley, C., Moxley, R., & Van Velsor, E. (Eds.). (1998). The Centre for Creative Leadership: Handbook of leadership development. San Francisco, CA: Jossey-Bass Inc., Publishers.
- McIntyre, D. (1997). Learning at the top: Evolution of management and executive development in Canada: The Conference Board of Canada.
- Merriam, S. B. (Ed.). (1993). An update on adult learning theory. (Vol. Spring 1993). San Francisco, CA: Jossey-Bass Inc., Publishers.
- Nilsen, D., & Campbell, D. P. (1993). Self-observer rating discrepancies: Once an overrater, always an overrater? Human Resource Manager, Summer/Fall.
- Palmer, P. J. (1998). The courage to teach. San Francisco, CA: Jossey-Bass Inc., Publishers.

- Palys, T. (1997). Research decisions: Quantitative and qualitative perspectives: 2nd Harcourt Brace.
- Patton, M.Q. (1980). Qualitative evaluation methods. Beverly Hills, CA: Sage Publications.
- Pearman, R. P. (1998). Hard wired leadership: Unleashing the power of personality to become a new millennium leader. Palo Alto, CA: Davies-Black Publishing.
- Reason, P. (1997). Political, epistemological, ecological and spiritual dimensions of participation. Paper presented at the World Congress on Action Research and Participatory Research, Cartagena, Colombia.
- Rogers, C. R. (1969). On becoming a person. Boston, MA: Houghton Mifflin.
- Roland, C., Wagner, R., & Weigand, R. (Eds.). (1995). Do it...and understand: The bottom line on corporate experiential learning. Dubuque, IO: Kendall/Hunt Publishing Company.
- Schein, E. H. (1992). Organizational culture and leadership. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Secretan, L. (1996). Reclaiming higher ground. Toronto, ON: MacMillan.
- Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York, NY: Doubleday.
- Spears, L. (Ed.). (1995). Reflections on leadership. Toronto, ON: Wiley & Sons.
- Spencer, L. M., & Spencer, S. M. (1993). Competence at work: Models for superior performance. New York, NY: John Wiley & Sons, Inc.
- Stata, R. (1989, Spring). Organizational learning -- The key to management innovation. Sloane Management Review.
- Stodgill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. Journal of Psychology, 25, 35-71.
- Stringer, E. T. (1996). Action research: A handbook for practitioners. Thousand Oaks, CA: Sage Publications, Inc.
- Tough, A. (1979). The adult's learning projects. (2 ed.). Toronto, ON: O.I.S.E.
- Tulgan, B. (1998). FAST feedback. Amherst, MA: HRD Press.
- Vaill, P. (1998). Spirited leading and learning: Process wisdom for a new age. San Francisco, CA: Jossey-Bass Inc., Publishers.

- Vaill, P. B. (1989). Managing as a performing art. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Vaill, P. B. (1996). Learning as a way of being. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Vaill, P. B., & . (1990). Executive development as spiritual development. In S. Srivastva, D. L. Cooperrider, & Associates (Eds.), Appreciative management and leadership: The power of positive thought and action in organizations. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Vicere, A. (1992). The strategic leadership imperative for executive development. Human Resource Planning Society, 15.
- Vicere, A. (1996, Autumn). Executive Education: The leading edge. Organizational Dynamics, 25, 67-81.
- Vicere, A., & Fulmer, R. (1996a, Jan./Feb.). Executive development: An analysis of competitive forces. Planning Review, Chicago, 25.
- Vicere, A., & Fulmer, R. (1996b). Leadership by design: How benchmark companies sustain success through investment in continuous learning. Boston, MA: Harvard Business School Press.
- Wagner, R. J., & Roland, C. C. (1992b, July). How effective is outdoor training? Training & Development, 61-66.
- Watkins, K. E., & Marsick, V.J. (1993). Sculpting the learning organization: Lessons in the art and science of systemic change. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Weinstein, K. (1995). Action learning: A journey in discovery and development. London, ENG: Harper Collins.
- Wheatley, M. J. (1992). Leadership and the new science. San Francisco, CA: Berrett-Koehler.
- Wlodkowski, R. J. (1985). Enhancing adult motivation to learn. San Francisco, CA: Jossey-Bass Publishers Inc.
- Worthen, B., & Sanders, J. (1973). Educational evaluation: Theory and practice. Worthington, OH: Charles A. Jones Publishing Company.
- Yukl, G. (1994). Leadership in organizations. (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Reports and Websites:

ATB. (1998). Alberta Treasury Branches, Employee opinion survey, April 1, 1998. Tudor Williams Inc.

ATB. (1998). Here today.. Here tomorrow 1998-2001 Business Plan: Alberta Treasury Branches.

ATB. (1999). Recharged and ready (Business Plan 1999-2002 Draft): Alberta Treasury Branches.

BCFM. (1998a). The Banff Centre for Management, General leadership & management programs. Banff, AB: The Banff Centre for Management.

BCFM. (1998b). Building a new generation of leaders, Calendar of Professional Development Programs. Banff, AB: The Banff Centre for Management, 1998/89.

Brooks, E. R. (1998). Loyal Customers, Enthusiastic Employees and Corporate Performance: Understanding the Linkages. The Conference Board of Canada, 231-98 Detailed Findings (February), 54.

Canadian Centre for Management Development, Continuous learning: A CCMD report (1): Minister of Supply and Services Canada.

Fear, F. A. 1997: Resource Development, "Life after Senge". Observations about the learning organization in the late 1990's. Paper presented at the Michigan State University Memorial Union.

Miner, T. A. (1991a). A descriptive analysis of the experience-based training and development field. Paper presented at the Association for Experiential Education: 1991 Conference Proceedings and Workshop Summaries Book, Boulder, CO.

Spencer, L. M., McClelland, D. C., & Spencer, S. M. (1994). Competency assessment methods: History and state of the art. Paper first presented at the American Psychological Association Annual Conference. Boston, MA: Hay/McBer Research Press.

The Alberta Treasury Branches. Available: <http://www.atb.com>.

The Banff Centre for Management. Available: <http://www.banffmanagement.com>.

The Institute of Canadian Bankers. The strategic challenge, 1997 annual review. Available: http://www.icb.org/annrev_eng.html.

Wagner, R. C., & Roland, C. C. (1992a). Facilitators: One key factor in implementing successful experienced-based training and development programs. Paper presented at the Revised version of a paper presented at the Coalition for Education in the Outdoors Research Symposium, Bradford Woods, IN, January 17-19.

What is the InQ. Available: <http://www.tpaserver.com/InQ/WhatIs.html>.

Inventories:

Harrison, A., Bramson, R., Bramson, S., & Parlette, N. (1997). Assessing your thinking profile: InQ a self-help guide to understanding the way you think. San Francisco, CA: InQ Educational Materials, Inc.

Kolb, D. A. (1993). TRG Hay/McBer Learning-style inventory LSI-IIa, self-scoring inventory and interpretation booklet, revised scoring. Boston, MA: Hay/McBer Training Resources Group.

Porter, E.H. (1996). Strength Deployment Inventory: An evaluation of personal strengths in relating to others. Carlsbad, CA: Personal Strengths Publishing

PROGRAM OUTCOMES

1. Improved interpersonal communication, group facilitation, individual/group problem-solving capabilities of participants.
2. Individual leaders more capable of:
 - understanding broader whole-systems management
 - building on personal leadership, thinking, and learning style strengths while focusing on areas for improvement
 - using creativity and innovation as an important source of value creation
 - leading strategy processes that can deal with complexity and result in better decision-making
3. A thorough understanding of change dynamics and change leadership.
4. Enhanced ability to empower, delegate and coach team members.
5. Improved ability to present self and information in a clear, concise manner.
6. An improved network and relationship with team members by working through real life ATB challenges with an entrepreneurial/owner mind set.

PHILOSOPHICAL UNDERPINNINGS

This leadership development effort by ATB will clearly establish the context for a renewed culture, and emphasize a set of operating values that will take ATB into the new millennium and beyond.

As such "Leading Toward 2000" will start with an explicit review of the values and expectations outlined in your competency feedback process. We will then engage both knowledge acquisition and behavioural practice through action-learning and experiential processes which engage all learning styles, provide feedback loops and allow for practice, shaping, and on going refinement. Wherever possible, your competency improvement areas should be able to be practiced three times—with opportunity for feedback provided during the program.

The Centre for Management believes that while we can create learning environments and opportunity to develop one's competency, only the individual can ultimately direct their learning and engage themselves.

This is a lot like leadership itself. Leaders must step forward and assert themselves, yet they must also be willing to follow and engage expert resources to assist them in achieving their goals.

We look forward to working with you on ATB's Leading Toward 2000.

PROGRAM OVERVIEW & LEARNING TOOLS

DETAILED CONTENT OUTLINE

Saturday
Afternoon
Introductory Session

- Overview, set the context for the program
- Apply results of individual learning styles inventory to experiential learning model
- Develop appreciation and respect for individual differences
- Review use of competency feedback and learning contract to establish learner-centered accountability and focus
- Use and benefits of the program tools e.g. learning journals

Evening
Learning Styles, Thinking Styles

- Learning and thinking styles inventory debrief and understanding your style and to know how to work with this information
- Determine how to effectively work with others' styles
- Establish learning partner relationships

Sunday
Morning
Leadership vs. Management

- Clarification of management & leadership competencies, roles in organizations, and focus for this program

Systems Thinking

- What is systems thinking and why is it critical
- Strategic Planning vs. Business Planning vs. Day-to-Day Leadership and your role in each of these

Afternoon
Leadership Styles & Indoor Challenge

- Leadership style inventory completion and application to the workplace
- Establishing the relationship to thinking styles
- Assess our impact on others in the workplace

Indoor Leadership Challenge

- Creative thinking and teamwork exponential activity
- Small group work & debrief

Evening
Developing an Entrepreneurial Environment

- What are the benefits and challenges
- How do you create this environment
- What leadership style supports this process

PROGRAM OVERVIEW & LEARNING TOOLS

DETAILED CONTENT OUTLINE

Monday

Morning

Achieving Peak Performance

- Personal peak performance-- follow-up to pre-work
- Understand the change process and appropriate leadership approaches at each stage in the process

Afternoon

Empowerment, Delegation and Coaching

- Create an empowering environment for your staff
- Differences between empowerment and delegation
- Practice in providing feedback and coaching

Evening

Conflict Resolution and Negotiation

- Develop a framework for understanding how you react to conflict
- Exploration of alternative responses to conflict and when/how to use
- Practice negotiation

Tuesday

Morning

Outdoor Leadership Challenge

- Establishing Trust and a leadership 'content'
- Teamwork and problem solving
- Practice coaching skills and respect individual differences
- Debrief focused on taking learning back to the workplace

Afternoon

Reflection

- Time to reflect on learning and experience the Banff Park environment

Evening

Creativity and Innovation

- Creativity and innovation as a competitive advantage
- How individuals and teams can reactivate their creativity
- Experience a workshop with Banff Centre artists

PROGRAM OVERVIEW & LEARNING TOOLS

DETAILED CONTENT OUTLINE

Wednesday

Morning

Creativity

- Presentation of creativity findings
- Application of creativity elements to effectiveness in the workplace

Simulation—Ecosim

- A sophisticated simulation to apply systems thinking, communication, teamwork and developing a results oriented perspective

Thursday

Morning & Afternoon

Live Case Studies

- Live case analysis within ATB to reflect current challenges
- Application of program skills, communication, problem solving and teamwork

Evening

Presentation of Live Case Studies

- Presentation of solutions for assessment and added perspectives
- Debrief for application and transfer of ideas to the workplace
- Practice making a presentation to your peers

Friday

Morning

Re-entry Planning

- Reflection and assessment of individual competency development
- Development of individual concrete action plans to guide progress back in the workplace
- Goals and timelines established

COMPETENCY MAP

The Leadership Development Competencies documents you received in your pre-course material are a very important component in your overall professional development. The Core Competencies were identified through research with:

- front line leaders such as yourself
- executives who expressed the key competencies they felt most needed development in their leaders
- past program participants
- faculty
- professionals within The Banff Centre for Management.

For many participants, this started their learning process before even getting to the course. Often it is a bit unsettling to get your team members to give you this kind of specific feedback. However it is also a vital process to improvement and a process that managers and leaders will increasingly need to take ownership as change continues and occurs faster. Some participants tell us that it led to the first really meaningful discussion with their supervisor! Clearly, your supervisor or sponsor is a crucial element in extracting maximum value from both the Competency Map and the program.

This is not an end in itself! The Competency Map simply helps you identify what are called competency 'gaps' - the difference between **where you are today** and **where you want to be tomorrow**. The Competency Map should have assisted you in focusing the learning you want to concentrate on in the next 6 months. Though the map has as many as 20 different competencies, you can only really expect to work and improve upon a few areas at a time. We suggest that you and your supervisor agree on about 5 competencies which:

- are high priority for each of you
- you are personally committed to and excited to work on
- will provide personal growth and positive impact on your organization.

This Competency Map is unique technology and value-add of The Banff Centre for Management. It is our intent to be continuously improving our maps, so we would appreciate your suggestions for improvement. Please give your suggestions to your Program Director or Program Coordinator.



LEADING TOWARD 2000

The Alberta Treasury Branches is focused on a new future and a new operating environment. Getting there will require dynamic leadership from both management and non-management professionals.

In looking at the capabilities required to lead our people and organizational processes toward 2000, the following competencies have been identified as desirable for ATB leaders to display.

Knowledge, skill and attitude all contribute to competency; however, one is only seen as competent if these elements come together and are translated into observable behaviour. 'Competency' is also framed by the values of the organization and the industry and these shift over time.

The four levels of behaviour described in the 'competency map' combine both behaviours and values. It is **not intended that level four behaviour and values are required in all competency areas**. And, in fact, the levels of leadership behaviour expected may differ depending on your job role.

Collecting Feedback and Identifying Target Behaviour

This instrument has been designed solely to provide feedback and focus for the program participant's ongoing professional development.

As such the participant is encouraged to distribute copies to their supervisor, peers, and team members. Consolidate this feedback as to how people see them today; then have a discussion with their supervisor as to what behaviour levels are required in each competency area for them to do their part in leading ATB toward 2000.

For convenience, The ATB leadership competencies have been organized into the following groupings.

- **Communications**
- **Workplace Behaviour**
- **Teamwork**
- **Personal Development and Wellness**
- **Coaching**
- **Empowerment/Delegation**
- **Change Leadership**
- **Strategic Thinking and Competitive Positioning**
- **Quality Leadership (Executive program)**

Alberta Treasury Branches – Leadership Development Competencies

COMPETENCY MAP FOR PERSONAL DEVELOPMENT

LEADERSHIP COMPETENCY	LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR	LEVEL 3 BEHAVIOUR	LEVEL 4 BEHAVIOUR
Interpersonal Communication				
Uses communication approaches that are appropriate and effective.	Easily understood verbal or written communications without spelling or grammatical errors. Content is accurate.	Consciously prepares communications by assessing audience and structuring communications so that message intended is message received.	Communications shows conviction and enthusiasm. Personal impact is clear, positive, and succinct for the audience.	Communications have maximum impact, drive action and enhance image of both individual and organization.
Disseminates information in an appropriate manner.	'Official' organizational information is communicated effectively.	Policy initiatives and new strategies and thinking are shared and interpreted as they are developed. Customer feedback and marketplace trends are shared and discussed regularly with team. Personal initiative is used to start and maintain communication flow.	Organizational/departmental direction is outlined and discussed regularly. Professional networks and inter-departmental relationships bring information to team members well ahead of formal channels.	Establishes processes to create and build internal and external information flow. Technology is used to enhance personal contact. Team members and manager contribute and initiate communications.
Displays excellent listening skills with staff, customers and others.	Hears other people and discusses how their ideas fit with own personal viewpoint.	Takes notes and feeds back key items, to ensure understanding. Humour is used appropriately.	Is visible and available to team members to talk, discuss concerns or successes. Actions show information is heard, e.g. suggestions integrated into new policies.	Body language and verbal cues/summarization shows you are internalizing what is being said. People feel at ease and have total focus during discussion. Your track record ensures they come to you as often as you go to them.
Facilitates group discussion.	Can "chair" a discussion without forcing own position on the group.	Effectively elicits participation from all group members in discussion.	Poses questions/probes to promote group thinking. Supports group member contributions and helps decision-making.	Understands objectives of task/meeting and guides group toward successfully achieving goals within time-lines. States process/goals with clarity and keeps discussions on track.
Resolves conflict with customers and co-workers.	Shows awareness of conflict situations but tends to use one approach regularly in addressing them.	Recognizes reasons for disagreement. Suggests appropriate approach to dealing with conflict.	Conflict is addressed in a non-judgmental manner. Understanding of "positions" and "interests" is built and different frames of reference are used to achieve trade-off agreement.	Uses conflict positively. Partners to produce new, creative, win-win solutions. Effectively uses a variety of conflict/dispute resolutions approaches as required.

LEADERSHIP COMPETENCY	LEVEL 1 BEHAVIOURS	LEVEL 2 BEHAVIOURS	LEVEL 3 BEHAVIOURS	LEVEL 4 BEHAVIOURS
Uses formal and informal mechanisms to stay in tune with customers and co-workers.	Talks to customers using customer's language. Stays in regular, personal contact with key internal and external customers.	Ensures that team members stay in regular contact with customers and are using appropriate language. Facilitates discussion of key findings and ideas.	Builds/leads appropriate customer feedback gathering processes (e.g. focus groups, questionnaires, complaint analysis, etc) to enhance relationships. Task team, and individual ideas are supported.	Ensures information from customer feedback is shared, discussed and acted upon, to enhance partnerships with customers.

Workplace Behaviour

Conducts self in a courteous, professional and respectful manner.	Carries out individual tasks in a pleasant manner. Deals with customers and co-workers with honesty and integrity.	Team members work toward an agreed upon standard of excellence. Interactions within team are characterized by respect and trust.	Improves advisory relationships with customers based on their respect and trust of the larger ATB team.	Is seen as an 'authority in their field' and works effectively coaching other staff/customers. Interacts with leaders in other organizations to build more complex business/customer solutions and partnerships.
Displays flexibility and professional work ethic.	Demonstrates prompt, dependable actions and personal organization to build a reputation as one who can be relied upon and is efficient. Shows willingness to 'go the extra mile' as required to meet customer needs or project deadlines.	Leads or follows as required for team participation/leadership. Personal contributions are focused on meeting stated needs but can also be adapted as conditions change or new situations emerge.	Takes initiative in trying out new methods or approaches that will build client/internal relationships and enhance value or services.	Focuses on broader inter-relationships of products, systems or organizations. Uses diverse resources and talents to create new products or processes thus enhancing ATB's value to customer and industry.
Shows high regard for responsibility, trust and confidentiality of working in a financial institution.	Maintains privacy of customer records, is honest in all dealings and follows procedures for security and accuracy.	Staff and co-workers ensure that work processes use appropriate authorization and control elements for confidentiality. Reviews customer files to create service enhancement.	Inter-departmental/organizational processes are developed to create added value while ensuring privacy, accuracy and fair dealings.	Maintains ethical standards when representing organization or working in partnership with others. Knowledge and systems are brought to bear in a manner that assists partners in achieving strategic goals.
Deals effectively with complex situations.	Focuses on one problem/task at a time. Looks for direct cause-effect relationships in issues. Has well established routines and habits.	Successfully handles many tasks, projects and responsibility areas at once. Works with management to eliminate complexity often with quick fixes and actions that reduce uncertainty.	Keeps department/unit focused on clear priorities and direction. Helps others to see possible solutions in situations of lack of clarity and uncertainty.	Inspires confidence in the organization, has contingency plans, and leads in creating new opportunities despite uncertainty.

LEADERSHIP COMPETENCY	LEVEL 1 BEHAVIOURS	LEVEL 2 BEHAVIOURS	LEVEL 3 BEHAVIOURS	LEVEL 4 BEHAVIOURS
Teamwork				
Builds and motivate teams.	Helps individuals form a team by providing clear expectations for individual contributors.	Ensures that team members understand each other's roles and the benefits of communicating and working cooperatively toward planned outcomes.	Ensures that the team and individuals succeed by engaging in proactive activities that promote team goals. Recognizes others/self as adding value.	Creates vision and action where all members of the team have a sense of ownership and mission aligned to overall ATB goals. Team members motivate and support each other. Team may extend to external partners and customers.
Ensures people/resources with diverse talents and capabilities are searched out, and used to achieve maximum benefit of all stakeholders.	Identifies the skills required for team effectiveness.	Effort is made to use all available resources to create diverse and creative teams which appreciate stakeholder perspectives and reflect the community. Members of the team feel valued and contribute significantly.	Engages processes which seek out the best people for the team from both traditional and non-traditional sources.	Diverse skill sets are encouraged and recognized as providing strategic advantage, improved human resources and added customer value.
Facilitates and shares responsibility and provides team leadership.	Conducts traditional leader-led discussions, meetings and decision-making. Team members are expected to contribute on an equal basis.	Leader and team members share goals and objectives. Team members brainstorm together and assist in decision-making. Leader provides information and material to develop team's level of knowledge and ensures all have an opportunity to be involved.	Facilitates consensus-style decision-making. Identifies context and parameters for resolution of problems. Facilitates/participates on equal basis. Team takes responsibility for communicating with team members, other departments or organizations.	Dynamic team interaction drives direction and priorities. Individual expertise is recognized/utilized by group. Team members/partners recognize the value of their efforts and ideas to success of organization.
Personal Development and Wellness				
Demonstrates ability to be self-directed and self-motivated.	Actions and effort made in response to employer's expectations and rewards.	Investigates work within established context of ATB and Industry to further role and career path.	Establishes and documents personal goals which drive career plans and day to day efforts to reach those goals.	Has identified personal value system, life priorities, and aligns career/work with them. Each responsibility is seen as a learning experience toward ultimate goals.
Maintains personal energy, dynamics and balance.	Personal time management ensures expectations are met on time.	Nutrition, exercise, and vacation contributes to overall vitality, enthusiasm with team members, and absence of illness.	Focuses and expends considerable concentration over protracted periods of time as required.	Focuses energy to advantage in creativity and concentration. Displays calm disposition with drive and enthusiasm as appropriate.
Improves self and engages in ongoing personal development.	Demonstrates awareness for need to balance work, family and personal time. Confidence based on self image and personal experiences. Participates willingly in required development programs.	Personal experiences, feedback and intuition have built a confidence in own abilities and judgements. Establishes yearly goals with supervisor to improve personal skills/knowledge. Seeks out new experiences and opportunities.	Values and priorities in life are clear and assist in achieving balance. Displays self confidence and control. Involvement in extracurricular activities facilitates growth. May be member in professional associations.	Convictions, confidence and self-control are displayed in harmony with people/environment. Seeks to learn from every experience and individual. Encourages feedback from boss, peers, team members. Has a three to five year personal plan.

LEADERSHIP
COMPETENCYLEVEL 1
BEHAVIOURSLEVEL 2
BEHAVIOURSLEVEL 3
BEHAVIOURSLEVEL 4
BEHAVIOURS**Coaching**

Develops staff to be personally accountable.

Expectations of individuals are clearly outlined (e.g. from job descriptions, performance plans, etc.) Accountability measures and their responsibilities are clear.

Team members understand each other's roles and work together to reach team goals and performance targets. Team member objectives are linked to financial, customer and organizational priorities.

Team members/divisions understand how they fit within the 'big picture.' Responsibilities, accountability and inter-dependencies with other business units are clear and drive positive interactions/achievement.

Team members across the organization engage in business-enhancing activities in support of a corporate vision/mission.

Coaches and shapes performance of staff.

Provides annual performance assessment. Gives feedback to identify gaps between general performance and expectations. Employees are expected to develop plans to close gaps.

Identifies competencies for each team member's role. Performance expectations are linked to customer expectations and departmental objectives. Feedback is timely and linked to specific performance.

Assesses performance within each situation. Employees are encouraged to conduct self-analysis and seek coaching or training when needed. Strategies for closing gaps are negotiated.

Establishes team member development plans with employees based on career objectives and organizational needs/opportunities.

Stimulates and supports creativity and innovation.

Demonstrates creativity and innovation through personal action.

Encourages new thinking. Rewards success and good attempts at innovation.

Leads by example. Encourages creativity and innovation within team, peers, supervisors. Helps team members evaluate and strengthen ideas.

Creates an environment in which creativity and innovation are seen as a source of strategic advantage and rewarded.

Understands and respects different learning styles.

Develops team members in a style comparable with own self development activities.

Uses a variety of processes including: courses, on-the-job coaching, computer-based training, reading, conferences, and new initiatives, to develop staff.

Assesses individual learning styles and matches development approaches to each team member. Uses special projects and departmental secondments with hands-on learning to improve skills and meet learning objectives.

Staff are involved in learning style assessment and determination of development needs/approaches. Team members become self-directed and responsible for own learning and use manager as a resource in attaining goals.

Addresses and supports team members through personal challenges.

Individuals are approached and discussions held to assist them returning to productive work as soon as possible.

Team resources and support is engaged to 'cover' for individual, while the individual is assisted in expressing concerns and accessing resources (ie DNR, ADAC).

Individual is assisted in viewing/understanding their work, family, personal roles and the relationship/balance between them. Problem 'resolution' takes an holistic approach and seeks to achieve a sustainable solution.

Individual team members and others seek to appreciate and respect different values systems. Personal challenges are recognized within the ATB values system and solutions built to integrate individual values, organizational expectations, and common goals.

LEADERSHIP COMPETENCY	LEVEL 1 BEHAVIOURS	LEVEL 2 BEHAVIOURS	LEVEL 3 BEHAVIOURS	LEVEL 4 BEHAVIOURS
Empowerment/Delegation				
Delegates to staff for effective management of projects	Accepts responsibility for successfully meeting objectives. Requests help and input as required.	Assigns tasks to team members based on performance expectations, development needs and timelines. Provides support, assesses outcomes and gives feedback. Identifies priorities based on requirements of business unit.	Negotiates alternate priorities in overload situations. Identifies new tasks and projects which serve broad organizational objectives. Develops a team which holds its members accountable for performance.	Prioritization and selection of projects emanates from an effective understanding of the operation environment, customer needs and partnership opportunities.
Empowers staff	Employees are provided with defined guidelines of expectations/goals. Staff are encouraged to contribute to ongoing increase in abilities and to enhance their value to organization.	Team develops a customer related perception of the value they provide to ATB. Decision making varies depending on experience within the team and is supported beyond "normal practice" within well discussed parameters.	Employees understand the organization's direction and the outcomes to which they are contributing. Initiative and new ideas are brought to bear which impacts decision making, enhances customer relationships, adds to individual satisfaction, and builds ATB profitability/value.	Customer/organizational 'value creation' drives continuous improvement, policy development, internal and external partnership development. Reward mechanisms reflect the value that teams/individuals provide or create.
Change Leadership				
Leads change.	Recognizes changes as they occur and deals with them. Describes factors causing change.	Communicates messages about changes and clarifies direction and effects of change. Assists and supports team in reacting to change, stress and uncertainty.	Understands psychological change cycle and leads team in adopting new attitudes/behaviours. Proactively anticipates and prepares for change.	Acts as a "change agent" in the organization. Reads and researches in order to predict changes likely to affect organization. Drives action to stay ahead of change impact.
Adapts leadership style to meet the varying demands of organizational change.	Identifies need for different leadership styles in various change situations.	Use leadership strengths to handle organizational change. Looks to team for input with changing processes.	Analyzes organizational issues and challenges created by change. Adapts leadership approaches to deal with challenges effectively.	Adopts the appropriate leadership behaviours to ensure the organization achieves desired future state in a timely, cost-effective manner.
Ensures comprehensive buy-in and commitment to new organizational processes.	Establishes new processes and communicates benefits to process stakeholders.	Communicates need for new processes to focus team on the benefits to all stakeholders.	Brings together all stakeholders to validate processes, individual roles and the impact on customer value.	Ensures and monitors that organizational structures and on-going customer loyalty support new processes.
Ability to infuse a 'sales' imperative and culture within the organization	Big picture financials and sales needs are exemplified and communicated.	Business unit/team members understand how they fit within the big picture and what they do to create value for the client/ATB.	Organizational processes, recognition structures, information dissemination and collection ensures that teams and individuals understand the need for sales. Everyone knows who their 'client' is, and how to develop further value/business with them.	Each individual is aware of the value of their personal, team, divisional service to clients; and the total cost in providing those services. Client sales are seen as everyone's responsibility to enhance through establishment of partnerships, positive organizational representation and referral.

Strategic Thinking and Competitive Positioning

Leads strategic/business planning processes.	Clearly communicates new directions based on long-term, customer focused thinking.	Leads team through discussions and customer research to gain buy-in for new goals.	Builds long-term relationships by consulting key stakeholders on new directions. Discussion of new standing, affiliation and integration into planned activities.	Creates long term goals with clear action plans for achievement. All employees and partners can clearly answer the question "what is it you do on a daily/weekly basis that contributes to achieving the goals?"
Develops successful competitive strategies to differentiate ATB in the industry and with customers.	Demonstrates awareness of how the organization can be unique.	Engages team to identify strategies that will make the organization unique.	Involves all levels of the organization to examine the value of their customer/product strategies.	Works with customers. Stakeholders and the marketplace to establish processes which support the strategies and create sustained competitive advantage.
Identifies current trends and creates new ones	Understands trends (identified by others), and ways in which they might affect own role.	Engages self and team members in scanning for trends that affect organization operations. Uses broad resources to analyze trends.	Involves customers and partners in identification of potential impact of trends at early stage. Takes action within ATB to take advantage of these observations.	Creates new products, services and trends based on proactive identification of global trends.
Applies risk management strategies.	Focuses on activity/project risks. Provide solutions, structures deals and changes priorities within a framework of own position's targets.	Evaluates project risks and prioritizes according to overall business unit mandate and objectives.	Acts within overall organizational strategy to create or take advantage of new opportunities. Crosses organizational boundaries to build support and add input to decision-making.	Critically analyzes marketplace trends and customer input affecting the organization. Suggests and leads new initiatives which affect the whole organization.
Recognizes patterns in interrelated systems, and demonstrates balanced decision-making.	Demonstrates effective problem-solving skills based on traditional models. Balances competing demands and creates opportunities from problems.	Engages team in looking at trends and issues, drawing connections among them in order to make balanced decisions.	Recognizes and creates actions which respect the fact that attitudes, customer service, products, etc. are impacted by actions of many departments, suppliers, organizational systems.	Describes ATB existing within a larger community and global system, with attendant responsibilities. Thinks through complex multi-dependency systems seeing multiple cause-effect relationships.

LEADERSHIP
COMPETENCYLEVEL 1
BEHAVIOURSLEVEL 2
BEHAVIOURSLEVEL 3
BEHAVIOURSLEVEL 4
BEHAVIOURS**Quality Leadership (executive program)**

Establishes clear vision and objectives for quality within organization.

Shows personal commitment to quality for the organization and its products/services.

Engages the team in developing general quality direction/standards for the organization.

Establishes goals and future direction with input from departments, partners and customers. Reviews input from customers, stakeholders and staff on an on-going basis for suggested improvements and new processes.

Continuously creates improved standards and goals for ATB, the industry and staff. Researches competitive benchmarks and industry/customer trends.

Measures current business systems, customer needs and market trends for continuous improvement opportunities.

Demonstrates general sense of what is valuable and what can be improved. Regularly encourages staff to improve.

Assesses business reporting systems to identify performance of business units and form basis for new initiatives, investments and improvement initiatives.

Applies criteria-based qualitative and quantitative measurement to internal systems and individual/group performance plans. Measurement results are displayed and discussed with staff to identify ways to improve.

Uses criteria-based customer assessment to measure performance of products, processes, services and people. All data is displayed and discussed quarterly/monthly with staff/partners to ensure continuous improvement.

Supports business process improvement initiatives.

Recognizes the impact of personal involvement on modeling change in business processes.

Sets clear direction and accountabilities for involvement of team members.

Models behaviours expected of others and encourages discussion, idea generation and trial implementation of new processes with key stakeholders.

Challenges stakeholders on the implementation of new initiatives to ensure alignment of all parties. Encourages dialogue and reflection on data from trial implementation of new processes. Assesses competition and industry processes.

Uses re-engineering and continuous improvement of processes appropriately

Differentiates between re-engineering and continuous improvement.

Develops a team committed to searching for ways to improve processes and products. Identifies/discusses pros and cons with respect to marketplace advantage created by re-engineering versus continuous improvement.

Regularly reviews life cycles of processes for improvement and/or replacement. Uses successes in other areas of the organization as models.

Constantly monitors customer, marketplace and global trends. Considers re-engineering of processes as a method of creating new products, markets etc. Uses continuous improvement to maintain/enhance customer value.

APPENDIX III — Letter of Consent

TO: All Participants of the Leading Toward 2000 Leadership Training Program, September 1997 - February, 1998

FROM: Laurie Hillis

SUBJECT: Evaluation of the Leading Toward 2000 Program

It's been a while since we last met at the Banff campus and I trust this letter finds you well and enjoying success with your learning. I am writing to solicit your participation in the evaluation of the **Leading Toward 2000** program.

I am currently conducting a research project as part of the completion of a graduate program called a Masters of Arts in Leadership and Training (MA LT) at the Royal Roads University in Victoria.

The purpose of this Major Project is to apply the learning I have done within the academic program to a practical situation which occurs within the workplace and which I can examine within a six month time frame. I will explore which learning tools and processes have the most impact in a leadership training program and which translate into behaviour change on-the-job, six months post-training. This research will be based on ATB's **Leading Toward 2000** program designed by the Banff Centre for Management (CFM).

It's important for you to know that the utmost care, attention and integrity will be taken to ensure complete confidentiality of the information you choose to share with others and me during this Project. In addition, any questions you choose not to answer or if at any time you wish to withdraw from this Project, your wishes will be honoured without any undue influence on the part of myself or any others involved in this Project.

The information we create during this research will be used by both ATB and by CFM to ensure your learning experience is the very best it can be. In particular, this project:

- may help you explore your own learning preferences and leadership behaviours;
- will help ATB in the design of future leadership and training programs by understanding from you, the learners, what has had the greatest transferable impact;
- will help CFM appreciate which parts of the program help learners manage the "white waters of change" (Vaill, 1997) in today's workplace; and
- will suit my learning needs, my personal values and my passion surrounding adult learning, particularly in the areas of leadership development and experiential learning.

If you decide to join me in this exploration (and I hope you will), your participation would include completion of the attached questionnaire and perhaps a face-to-face meeting in the future.

If you agree to be involved in this Project, you may wish to read further for additional information regarding the estimated amount of time, which may be required, and other pertinent details. If you do not wish to participate, thank you for your time in reading this far, continued good luck with your learning!

Additional Information:

Selection of Participants:

All individuals who participated in ATB's Leading Toward 2000 Leadership Training Program at the Banff Centre for Management, during the period September 1997 - February 1998 are potential respondents to this request for participation.

Estimated Time Required:

It is estimated that approximately 20 minutes of your time will be required to read and complete the attached survey. In addition, if you agree to participate in a focus group or one-on-one meeting, it is anticipated a further investment of one to two hours may be required.

Anonymity and Confidentiality:

Your anonymity and confidentiality will be maintained throughout the Project, during all phases. Only I will have access to all the data. Anonymity will be provided by:

- coding information;
- using pseudonyms;
- inviting you to read and comment on draft copies of the Project;
- separating your individual names from the data collected; and
- keeping all information in safekeeping.

Further Information:

If you would like further information regarding the specifics of this Project, please do not hesitate to call me, collect at (403) 236-8009, or e-mail: laurie@megatrain.com. I will be pleased to answer any questions.

If you would like to speak with someone other than myself regarding the authenticity of this Project, I encourage you to call, write or fax:

Nancy Greer, M.A., Ed.D.
Project Supervisor
Royal Roads University
c/o 3060 Uplands Road
Victoria, B.C. V8R 6B4

Phone: (250) 598-8779 during normal business hours, 8:30 a.m. - 4:30 p.m., pacific
standard time.
Fax: (250) 598-8779
E-mail: ngreer@pacificcoast.net

Thank you for taking the time to read this proposal and the attachments. I look forward to working with you over the next few months in our mutual exploration of learning at ATB and CFM.

Sincerely,



Laurie Hillis

Attachs: Proposal Abstract
 Leading Toward 2000 Program Questionnaire & Glossary

Reference:

Vaill, P.B. 1996. Learning as a way of being. Jossey-Bass, San Francisco, CA 218 pp.

Leading Toward 2000 Program Evaluation Abstract

What interventions in a leadership development program make a difference to participants' learning and their ability to demonstrate that learning on the job six months post-training?

The primary objective of this research is to examine the impact of Alberta Treasury Branches' (ATB's) Leading Toward 2000 leadership program. Participants will include a sample of approximately 375 participants from ATB who took part in 15 training programs between September, 1997, and February, 1998.

The research will include a review of the specific processes and modules used during ATB's Leading Toward 2000 program. The purpose of this research is to gain a clear understanding of which interventions had the most impact on individuals and their ability to operationalize their learning in behaviours on-the-job in the six months following attendance at the program. The information gained from this action research project will be used to make recommendations for future program enhancements.

Like Alberta Treasury Branches, many organizations have invested significant resources in leadership training and learning without measuring the effectiveness of the program except, in a few cases, through the use of "reaction sheets". (Kirkpatrick, 1994). Alliger and Janak (1989) suggest that reaction measures cannot replace other measures. They agree that gauging learners' attitudes is important, but the gauging of attitudes does not indicate learning, behaviour change or organizational results.

If they wish to recognize significant resources invested in leadership training, organizations must explore the question of evaluation. They must be able to quantify and qualify the learning that has occurred and, then, build an infrastructure that insures continuous learning for individuals, teams and organizations. In his research on transforming managers into leaders, Conger (1992, p. 218) emphasized evaluation in leadership training: "Given the critical importance of the subject and the enormous resources expended annually by corporations, we can only hope that such explorations will become more commonplace and more extensive.

Upon completion of the Major Project research a report will be provided to both Project Sponsors, the Banff Centre for Management and The Alberta Treasury Branches. This report will contain detailed analysis of the data collected and provide recommendations for their future use in leadership program design and learning transfer. Project presentations will be made to the Project Sponsors and key stakeholders, as requested. It is anticipated at a future date, a series of articles will be written from the research project for the use of the Alberta Treasury Branches and the Banff Centre for Management employee/client communications via websites or newsletters.

Thank you for your support! Laurie Hillis



Leading Toward 2000 Leadership Program Survey

A variety of tools and processes were designed into the Leading Toward 2000 program in order to maximize your learning experience. A glossary reminding you of the program components mentioned below is attached. Please complete this Program Survey, seal in the enclosed self-addressed envelope, and place in your internal mail bag by **September 4, 1998**. Your response will be held strictly confidential. Thank you.

I. Program Components:

Think back to the Leading Toward 2000 program. For each component listed, rate (with a ✓), the impact it had on your learning, as reflected in your Learning Contract.

	Major Impact on my Learning ✓	Moderate Impact on my Learning ✓	Little Impact on my Learning ✓	No Impact on my Learning ✓
1. Pre-Course Package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 360° Competency Map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Personal Learning Contract Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Thinking Styles Instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learning Styles Instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Strength Deployment Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Learning Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Learning Partnerships During Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Small Group Interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Outdoor Ropes Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Facilitator Support in the Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The Banff Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The Other Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The Faculty in the Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Follow up Telephone Call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Support in the Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Opportunities to try New Behaviours				
On-the-job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Learning Partnerships After Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Combination of Some of the Above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(please list which components had the most impact: _____)

II. Program Modules:

Think back to the Leading Toward 2000 program. For each module listed, rate (with a ✓), the impact it had on your learning, as reflected in your Learning Contract.

	Major Impact on my Learning ✓	Moderate Impact on my Learning ✓	Little Impact on my Learning ✓	No Impact on my Learning ✓
1. Leadership and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Systems Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Indoor Leadership Challenge/Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Entrepreneurial Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Peak Performance Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Change Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Empowerment and Delegation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conflict Resolution and Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creativity Evening with the Artists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Ecosim Simulation (La Shangria)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ATB Case Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Re-Entry Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Reflection:

- a) Reflect back on your time in Banff. What stands out for you as your most memorable learning experience? Describe this experience below, in whatever detail you feel comfortable sharing.

(Need more space? Please use additional paper)

[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

IV. Demographics:

We need to know some information from you in order to better understand the survey data. Please know your information will be held strictly confidential and will be used only as aggregate results.

1. **How long have you worked at ATB?**
 - a) less than 2 years ☐
 - b) 2-5 years ☐
 - c) 6-10 years ☐
 - d) 11-20 years ☐
 - e) more than 20 years ☐

2. **What is your gender?**
 - a) Male ☐
 - b) Female ☐

3. **What is your current job position?**
 - a) Supervisory branch administration ☐
 - b) Supervisory business unit administration ☐
 - c) Branch credit/lending officer ☐
 - d) Branch manager ☐
 - e) Other manager ☐
 - f) Professional/technical ☐
 - g) Other senior management/RVP ☐
 - h) Executive management ☐

4. **How long have you been in your current position?**
 - a) less than 2 years ☐
 - b) 2-5 years ☐
 - c) 6-10 years ☐
 - d) 11-20 years ☐
 - e) more than 20 years ☐

IV. Further Participation:

Would you be willing to participate in a focus group meeting or in a one-on-one meeting with me to discuss this survey in more detail? If you are interested in being part of this next step, please indicate your willingness, preferred date and time availability below:

- I wish to participate: ☐ in a focus group ☐ in a one-on-one interview
- The preferred date is: _____
- The preferred time is: _____
- My name is: _____
- My day time phone number is: _____

Laurie Hillis
Thank you! Laurie Hillis

V. Glossary:

Program Components:

Pre-Course Package: The pre-course package consisted of the book *Leadership is an Art* by Max DePree. As well, it included a welcome letter, an agenda for the week, a map of the campus, an outline of the recreational activities available, your competency maps and learning contract.

360° Competency Map: The 360° competency map consisted of eight broad dimensions of competencies in the areas of Interpersonal Communication, Workplace Behaviour, Teamwork, Personal Development and Wellness, Coaching, Empowerment/Delegation, Change Leadership, and Strategic Thinking and Competitive Positioning. Under these dimensions sat a number of individual competencies. Your competency map had 32 or 36 competencies (the executive map consisted of 36 competencies). In addition to its use before the session to provide feedback, the map was used during each module to link content to your individual learning goals.

Personal Learning Contract Process: The learning contract was included in your pre-course package and is the tool we used during the week and over the past six months, to capture your learning achievements. It is a record of the commitment you made to yourself and your supervisor for your learning goals.

Thinking Styles Instrument: The INQ Thinking Styles Tool was included in your pre-work and was discussed during the first night of the program. The instrument looks at five different ways of thinking and helps you determine your preferred way of thinking and understand more about others' preferences. The five types of thinking are: Synthesist, Idealist, Pragmatist, Analyst and Realist.

Learning Styles Instrument: The Hay/McBer Learning Style Inventory was included in your pre-work and was discussed during the first night of the program. The instrument evaluates the way people learn and deal with ideas and situations in day-to-day life. There were four stages of learning introduced, namely learning by feeling, by watching and listening, by thinking and by doing. These four stages translated into four learning-style types which are: accommodator, diverger, converger and assimilator.

Strength Deployment Inventory: The SDI Strength Deployment Inventory was completed during classroom time on day 3. The instrument helps individuals identify their personal strengths in relating to others under two conditions: when everything is going well and when they are faced with conflict. The inventory looked at motivational values and provides information on how individuals feel and act in different situations. A triangle was used to record the scores. The inventory resulted in a colour identification of: red, blue, green and hub, as well as blends of red/blue, green/red and red/green.

Learning Journals: The Learning Journal (Little Black Book) was a place to jot key learnings, 'ah ha's', action items and notes to yourself during the program, particularly after experiential activities. The journal provided one central place for people to reflect on their challenges, observations, ideas and plans.

Learning Partnerships During Program: Learning partnerships provided another layer to learning in the program. Learning partner(s) acted as personal learning coaches during the week and, hopefully, after the week. Learning partners helped by sharing learning objectives, by providing feedback on observable behaviour, by encouraging accountability and by keeping in touch after the program.

Small Group Interactions: Many of the activities conducted during the week were designed to provide an opportunity to work and to network with a variety of other people in the group. Much learning occurs when people are placed in new situations with people who think, learn and behave differently.

Outdoor Ropes Course: We refer to this morning of the program as 'the outdoor classroom'. Remember the high ropes activity called The Leap of Faith? It was an individual challenge wherein you climbed a 30' pole, sprinted onto a 'pizza dish' and leapt out toward a bell. The other outdoor experience was the Commitment "V", wherein a partnership jointly challenged themselves to commit by leaning toward each other all the while inching down the "V" ropes. This morning was a combination of risk taking, personal limit exploration, coaching, problem solving and team cooperation.

Facilitator Support in the Program: The program had a number of faculty in the classroom at all times. There were two co-facilitators, as well as a co-ordinator and visiting faculty, artists and outdoor adventure facilitators. Support provided by the facilitators may have been in the classroom, in the outdoor activity, in even in 'social' venues.

The Banff Environment: The CFM facility, nestled in the heart of the mountains is quite a remarkable setting. Placing oneself in the middle of a spectacular mountain range can be conducive in itself to learning and processing learning events, along side the fauna, flora and wildlife.

The Other Learners: Each of the programs were conducted with 22 to 26 ATB people. We know much learning happens as a result of formal, informal and chance conversations with the other participants in your program. As well, many ATB groups have connected themselves via e-mail after the program to keep in touch as a group.

Follow up Telephone Call: At about month 3 or 4 after the program you should have received a telephone call from either Katherine Hayworth or myself, inquiring about your success in moving toward personal learning goals, as written in your Learning Contract. This call was also to remind you also to keep in touch with your learning partner(s).

Support in the Workplace: Much learning also occurs on-the-job and in post-training activities. You may recall the Centre for Management wrote a letter to your supervisor or manager, asking for his/her support on your return to the workplace.

Opportunities to Try New Behaviour on-the-job: One of the best ways for individuals to gain confidence with new skills and concepts in a post-training situation is to have an opportunity to try out new behaviours on-the-job, either through a new assignment or an

expansion of duties. Learning often occurs as people apply new information in an actual 'real live' ATB situation.

Learning Partnership After Program: In addition to providing support during the residency period in Banff, many people learn by continuing to stay in touch with their learning partner(s) as a support mechanism after the program.

Combination of Some of the Above: We know it is entirely possible that many of the above components helped in your learning during and after the program and this is the area we'd like you to use to identify those combinations.

Program Modules:

Leadership vs. Management: In this conceptual opening on Sunday morning, we explored the similarities and differences between the two terms leadership and management. We developed a common understanding of the terms and looked at the percentage of time spent in each of these roles. We discussed the focus of the Leading Toward 2000 program was on leadership, not management.

Systems Thinking: In the systems thinking and strategic planning module, we looked at some new tools required for leaders in today's workplace. We spoke of the principles of systems thinking using the Seven Levels of Living Systems as a framework. We learned about Mind Mapping as a tool to ensure that all the systems in are 'in the same room' in order to make informed decisions and look at interrelated information. Finally, we looked at a model for strategic planning, which focused on: the outcome we wanted to achieve (Box "A"), the feedback or measurement loop (Box "B"), the inputs required for success (Box "C") and the processes that needed to occur to achieve the vision (Box "D").

Indoor Leadership Challenge/Feedback: The indoor leadership challenge was an opportunity to explore individual leadership relational style, using the colourful Strength Deployment Inventory. People were able to see the various leadership styles in action as they created a colourful and creative 'new picture' of ATB and/or developed a new "gizmo" for a customer's piece of equipment. During this activity participants observed each other and provided feedback on team members' ability to demonstrate creative thinking, teamwork approaches to innovation and group communication and leadership skills.

Entrepreneurial Attitude: The entrepreneurial attitude evening of the program was usually held in a different location than the classroom (i.e., the Cozy Nook). It was a relaxed evening wherein we discussed what an entrepreneurial culture meant to ATB. We looked at the differences between entrepreneurial and intrapreneurial, all the while keeping in mind key concerns to ATB around shareholder return, service to the community, sales focus and ethical issues.

Peak Performance Guide: The peak performance guide was started as pre-work and then used during the session to explore personal excellence planning and direction setting. As well,

people looked at their career risk propensity and conversed with others about their findings around peak performance and leadership behaviour.

Change Leadership: In the change leadership module we presented the rollercoaster of change as an experiential model to explore the challenges of change being experienced today within ATB and in our lives as leaders.

Empowerment and Delegation: In this module we established a common framework for the terms empowerment and delegation. We explored what situations within ATB require empowerment and we identified the success characteristics of empowerment. An extensive skills practice was held and individuals practiced an empowerment conversation that was meaningful and relevant in their leadership roles in ATB.

Conflict Resolution and Negotiation: The conflict resolution and negotiation module presented a brief overview of these topics and looked at how individuals handle conflict based on unique styles, preferences and the Strength Deployment results. We looked at the types of conflict which might occur within ATB and at what systems level they might occur. An opportunity to practice negotiation skills was provided in a light-hearted round of 'The Streaker'.

Creativity Evening with the Artists: The evening with the artists of Banff was a chance to personally explore and develop aspects of individual creativity and innovation. Individuals were able to choose a creative ceramics evening, a creative poster session or an evening of improv theatre. In a follow up session next morning, the artists were present to see you share your learnings with the large group, and to provide their insights around fostering creativity and innovation in the workplace.

Ecosim Simulation (La Shangria): The Island of La Shangria... remember the dynamic and interactive simulation activity? This module, also referred to as Leadership in Action, all components and learnings from the week merge into action. Communication skills, negotiation skills, strategic planning, systems thinking, mind mapping, financial management and community were all to be applied. Small group interactions and individual role challenges made for an interactive day of giving and receiving feedback in the search of sustainable tourism.

ATB Case Study: The ATB case study, also called Change Leadership Case Studies presented another opportunity to apply all course learnings. This time the challenge was to solve a real-life ATB situation. Cases resolved around: opening a new branch, hiring and retaining the best employees, developing a new performance management system, dealing with workplace burnout, exploring wealth management opportunities or looking at a branch that required leadership help. Again, it was an opportunity to work in a small group, to share learnings and to synthesize the whole week, all leading up to an evening presentation of recommended solutions.

Re-Entry Planning: The Friday re-entry morning was an opportunity to reflect on the week's learnings. It was also an opportunity to plan for progress over the following six months with individual learning objectives and strategies. A finalized Learning Contract was developed, action plans were generated, letters written to supervisors, learning partners and new friends. A private celebration was held with a closing lunch and presentation to learning partner(s).

Questions for Focus Group or 1:1 Meetings

In preparation for our up-coming meeting discussing the Leading Toward 2000 Leadership Program Survey, some people have found reflecting on the following questions helpful to prompt dialogue when we get together:

- 1. What are you doing differently on the job because you attended the training program?**
- 2. Briefly describe what you are doing and how it is working out.**
- 3. If you are not doing anything differently, can you tell me why (is it because you didn't learn anything you can use on the job?)**
- 4. Does your boss encourage you to try out new things or does your boss discourage any change in your behaviour?**
- 5. Do you plan to change some of your behaviour in the future?**
- 6. If yes, what do you plan to do differently?**

Again, I very much appreciate your help in this research and look forward to meeting with you to discuss same.

Laurie Hillis

Demographics of Survey Respondents

Gender, Tenure at ATB, Job Position and Tenure in Current Job Position

* Note: Percentages do not equal 100% due to rounding and/or demographic information not being completed by 5 respondents (n=5)

Survey respondents had varying tenure in ATB, as follows:

Table C1. Tenure at ATB

Tenure	Total Respondents	Female Representation of Total Respondents	Male Representation of Total Respondents
Less than 2 years	2 (2%)	2 (100%)	0
2-5 years	3 (3%)	1 (33%)*	2 (66%)*
6-10 years	24 (27%)	10 (42%)	14 (58%)
11-20 years	30 (34%)	7 (23%)	23 (77%)
More than 20 years	24 (27%)	7 (29%)	17 (71%)
No response	5 (5%)		
TOTAL:	88 (100%)*		

Job Positions in the organization varied among survey respondents, as follows:

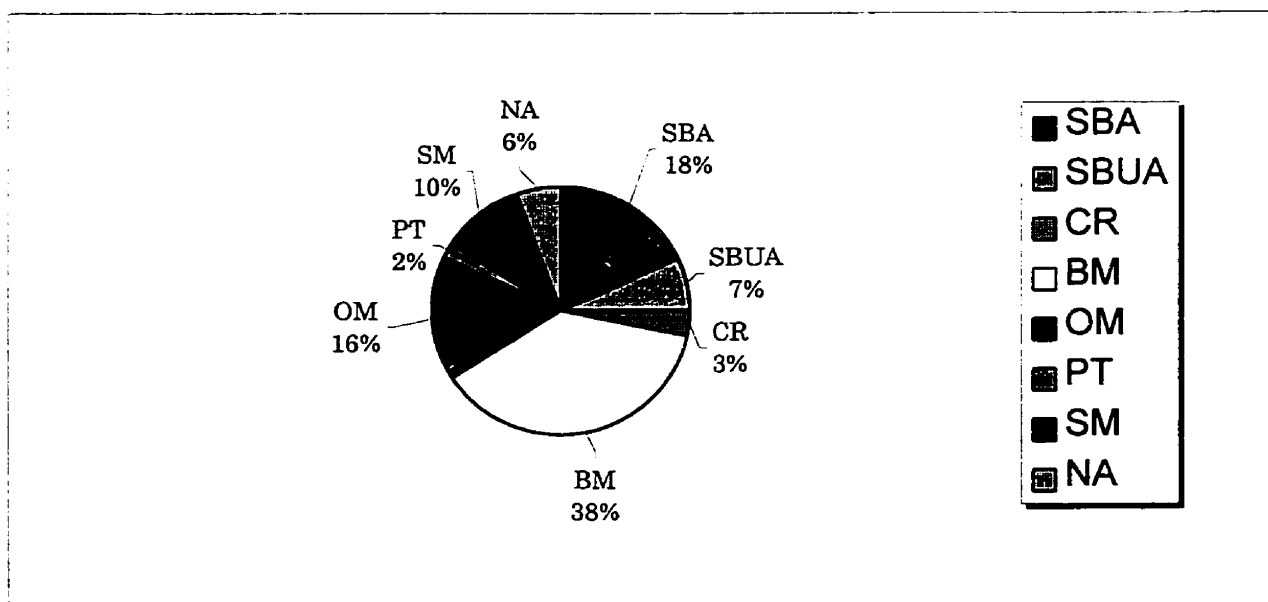


Figure C1. Current Job Position

Abbreviations:

SBA = Supervisory branch administration
 SBUA = Supervisory business unit administration
 CR = Branch credit/lending officer
 BM = Branch manager
 OM = Other manager
 PT = Professional/technical
 SM = Other senior management/RVP
 EM = Executive Management (no respondents)
 NA = No response

Comparison of survey respondents to total participants at the fifteen Leading Toward 2000 programs is as follows:

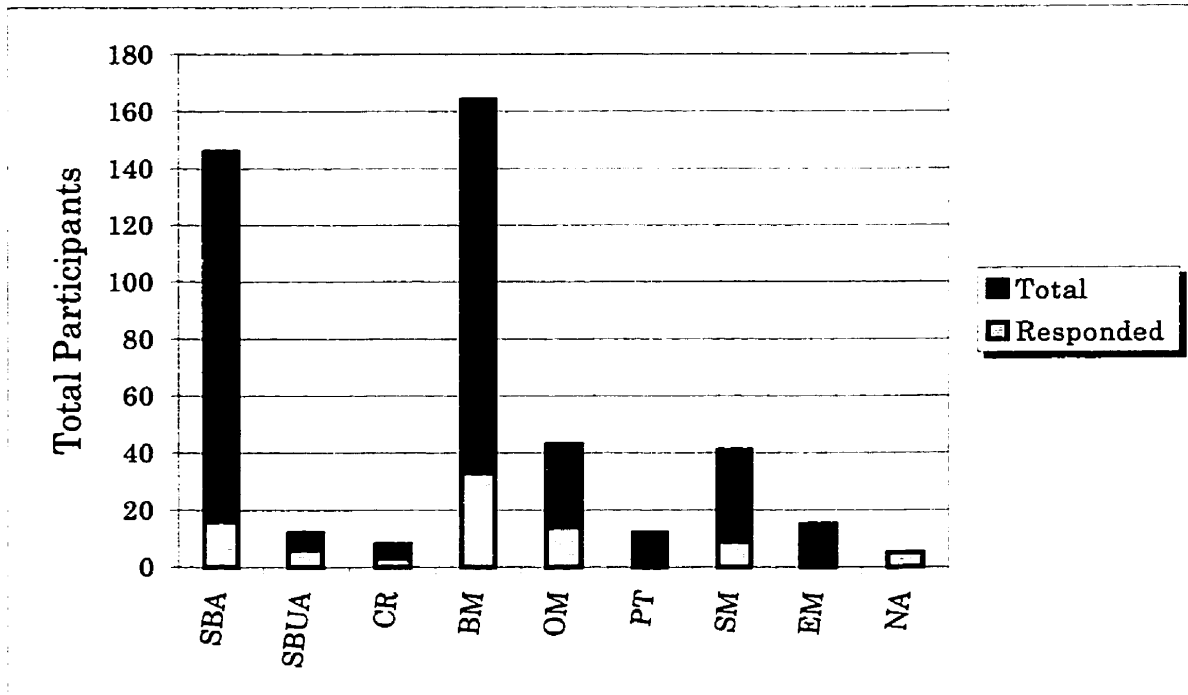


Figure C2. Survey Respondents Compared to Total Participants

Tenure in current job positions varied among survey respondents, as follows:

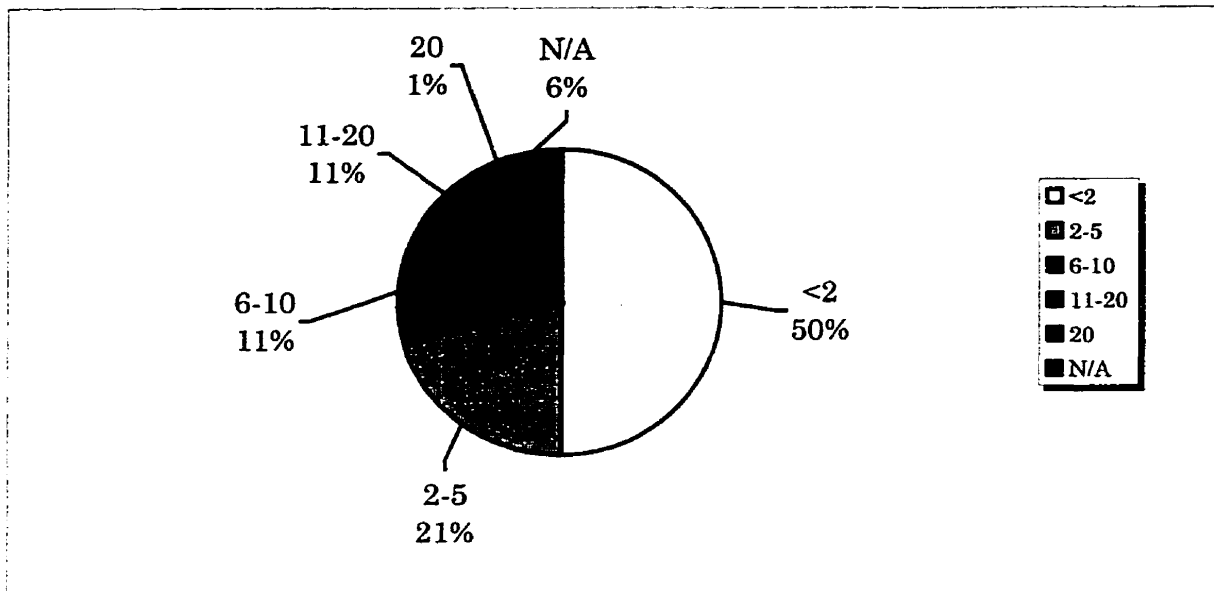


Figure C3. Tenure in Current Job Position, in Years

The perceived impact of program components as a rating out of four and as an overall percentage is represented in Table C2 below:

Table C2. Program Components, Average of all Respondents in Descending Order Rating out of 4 and as a Percentage

Facilitator Support in the Program	3.61	(90%)
Small Group Interactions	3.51	(88%)
Strength Deployment Inventory	3.50	(88%)
Outdoor Ropes Course	3.48	(87%)
Learning Styles Instrument	3.47	(87%)
The Banff Environment	3.46	(87%)
The Faculty in the Program	3.44	(86%)
Thinking Styles Instrument	3.40	(85%)
The Other Learners	3.32	(83%)
360° Competency Map	3.30	(83%)
Combination of Some of the Components	3.17	(79%)
Opportunities to try New Behaviours OTJ	3.16	(79%)
Personal Learning Contract Process	2.98	(75%)
Learning Partnerships During Program	2.84	(71%)
Pre-Course Package	2.75	(69%)
Follow up Telephone Call	2.52	(63%)
Learning Journals	2.45	(61%)
Support in the Workplace	2.41	(60%)
Learning Partnerships After Program	2.08	(50%)

Table C3 illustrates the change in ratings of program components immediately post program and six to ten months post-program. It is noted that not all program components were tracked in the evaluations completed immediately following the learning event, resulting in no comparison data.

**Table C3. Comparison of Program Components
6-10 Months Post Program vs. Immediate Post Program Evaluations**

Program Components	6-10 Month Post Program Survey	Immediate Post Program Evaluations	Percentage of Increase or Decrease
Facilitator Support in the Program	90%	n/a	
Small Group Interactions	88%	n/a	
Strength Deployment Inventory	88%	84%	+4% Largest increase
Outdoor Ropes Course	87%	90%	-3%
Learning Styles Instrument	87%	86%*	Averaged with Thinking Styles
The Banff Environment	86%	n/a	
The Faculty in the Program	86%	n/a	
Thinking Styles Instrument	85%	86%*	Averaged with Learning Styles
The Other Learners	83%	n/a	
360° Competency Map	83%	80%	+3%
Combination of Some of the Components	79%	n/a	
Opportunities to try New Behaviours OTJ	79%	n/a	
Personal Learning Contract Process	75%	76%	-1%
Learning Partnerships During Program	71%	n/a	
Pre-Course Package	69%	76%	-7%
Follow up Telephone Call	63%	n/a	
Learning Journals	61%	72%	-11% Largest decrease
Support in the Workplace	60%	n/a	
Learning Partnerships After Program	50%	n/a	

The perceived impact of program components overall and by gender is represented in Table C4 below:

**Table C4. Perceived Impact of Program Components
Average Overall and for Female and Male Respondents**

Program Components	Overall n=88	Females n=27	Males n=56
Facilitator Support in the Program	3.61	3.74	3.55
Small Group Interactions	3.51	3.41	3.55
Strength Deployment Inventory	3.50	3.52	3.49
Outdoor Ropes Course	3.48	3.67	3.43
Learning Styles Instrument	3.47	3.48	3.46
The Banff Environment	3.46	3.59	3.43
The Faculty in the Program	3.44	3.52	3.40
Thinking Styles Instrument	3.40	3.44	3.38
The Other Learners	3.32	3.31	3.32
360° Competency Map	3.30	3.30	3.33
Combination of Some of the Components +	3.17	3.18	3.17
Opportunities to try New Behaviours on the Job	3.16	3.15	3.18
Personal Learning Contract Process	2.98	3.07	2.93
Learning Partnerships During Program	2.84	2.67	2.93
Pre-Course Package	2.75	2.81	2.75
Follow up Telephone Call	2.52	2.78	2.38
Learning Journals	2.45	2.59	2.39
Support in the Workplace	2.41	2.63	2.30
Learning Partnerships After Program	2.08	2.07	2.07

Note: Percentages do not equal 100 due to demographic information not being completed by five respondents (n=5)

Examination of the perceived impact of program components by tenure in ATB, revealed the results represented in Table C5 below:

**Table C5. Perceived Impact of Program Components
By Tenure within ATB, Expressed in Years**

Program Components by Tenure in ATB In Years	Overall N=88	< 2 N=2	2-5 N=3	6-10 N=24	11-20 N=30	+20 N=24
Facilitator Support in the Program	3.6	3.5	3.7	3.6	3.8	3.4
Small Group Interactions	3.5	3.0	4.0	3.7	3.5	3.3
Strength Deployment Inventory	3.5	3.5	3.3	3.7	3.4	3.4
Outdoor Ropes Course	3.5	3.5	3.3	3.6	3.5	3.5
Learning Styles Instrument	3.5	3.5	3.7	3.6	3.4	3.4
The Banff Environment	3.5	3.0	3.3	3.7	3.5	3.3
The Faculty in the Program	3.4	3.5	4.0	3.5	3.5	3.3
Thinking Styles Instrument	3.4	3.5	3.7	3.5	3.3	3.4
The Other Learners	3.3	3.5	3.3	3.5	3.3	3.2
360° Competency Map	3.3	3.0	3.3	3.4	3.4	3.2
Combination of Some of the Components +	3.2	--	--	3.0	3.3	3.1
Opportunities to try New Behaviours on the Job	3.2	3.5	3.0	3.3	3.1	3.1
Personal Learning Contract Process	3.0	3.0	2.7	3.1	2.9	2.9
Learning Partnerships During Program	2.8	1.5	3.7	3.3	2.7	2.6
Pre-Course Package	2.8	2.5	3.3	2.7	2.7	2.8
Follow up Telephone Call	2.5	2.0	2.7	2.5	2.4	2.7
Learning Journals	2.5	2.0	2.7	2.6	2.4	2.4
Support in the Workplace	2.4	2.5	3.0	2.4	2.4	2.3
Learning Partnerships After Program	2.1	1.0	2.3	2.3	1.9	2.1

The perceived impact of program components by job position in ATB revealed the results represented in Table C6 below:

**Table C6. Perceived Impact of Program Components
By Job Position within ATB**

Program Components by Job Position in ATB	Overall N=88	SBA N=16	SBUA N=6	CR N=3	BM N=33	OM N=14	PT N=2	SM N=9
Facilitator Support in the Program	3.6	3.7	3.8	4.0	3.5	3.7	3.5	3.4
Small Group Interactions	3.5	3.7	3.5	3.0	3.5	3.5	3.0	3.3
Strength Deployment Inventory	3.5	3.7	3.8	3.3	3.5	3.5	3.5	3.3
Outdoor Ropes Course	3.4	3.7	3.7	4.0	3.3	3.7	3.5	3.4
Learning Styles Instrument	3.4	3.7	3.7	3.3	3.5	3.4	3.5	3.4
The Banff Environment	3.4	3.8	3.8	4.0	3.3	3.6	3.0	3.2
The Faculty in the Program	3.4	3.7	3.5	3.7	3.3	3.6	3.5	3.2
Thinking Styles Instrument	3.4	3.5	3.3	3.3	3.4	3.4	3.5	3.3
The Other Learners	3.3	3.3	3.0	2.7	3.3	3.4	3.5	3.4
360° Competency Map	3.3	3.4	3.5	2.7	3.2	3.5	3.0	3.4
Combination of Some of the Components+	3.2	3.3	3.5	4.0	2.8	3.2	--	3.4
Opportunities to try New Behaviours on the job	3.2	3.2	3.2	2.3	3.2	3.1	3.5	3.3
Personal Learning Contract Process	3.0	2.9	3.5	3.0	3.0	2.7	3.0	3.1
Learning Partnerships During Program	2.8	3.4	2.8	2.0	2.6	2.9	1.5	3.2
Pre-Course Package	2.8	2.7	2.5	3.0	2.9	2.9	2.5	2.7
Follow up Telephone Call	2.5	2.9	2.8	3.3	2.3	2.4	2.0	2.3
Learning Journals	2.5	2.6	2.3	2.0	2.4	2.9	2.0	2.3
Support in the Workplace	2.4	2.8	1.8	2.3	2.5	2.3	2.5	2.2
Learning Partnerships After Program	2.1	2.3	1.8	1.0	2.1	2.1	1.0	2.3

Abbreviations:

SBA = Supervisory branch administration
 SBUA = Supervisory business unit administration
 CR = Branch credit/lending officer
 BM = Branch manager
 OM = Other manager
 PT = Professional/technical
 SM = Other senior management/RVP

The perceived impact of program components by tenure in current position in ATB is represented in Table C7 below:

**Table C7. Perceived Impact of Program Components
By Tenure in Current Position in ATB, Expressed in Years**

Program Components by Tenure in Current Position in ATB in Years	Overall N=88	< 2 N=44	2-5 N=18	6-10 N=10	11-20 N=10	+20 N=1
Facilitator Support in the Program	3.6	3.7	3.6	3.3	3.8	3.0
Small Group Interactions	3.5	3.5	3.4	3.6	3.4	4.0
Strength Deployment Inventory	3.5	3.5	3.4	3.7	3.4	4.0
Outdoor Ropes Course	3.5	3.4	3.7	3.3	3.8	4.0
Learning Styles Instrument	3.5	3.4	3.6	3.5	3.3	4.0
The Banff Environment	3.5	3.5	3.4	3.5	3.6	4.0
The Faculty in the Program	3.4	3.6	3.4	3.4	3.3	4.0
Thinking Styles Instrument	3.4	3.4	3.5	3.4	3.2	4.0
The Other Learners	3.3	3.4	3.2	3.2	3.3	4.0
360° Competency Map	3.3	3.5	3.1	3.1	3.2	--
Combination of Some of the Components+	3.2	3.5	3.3	2.6	3.0	--
Opportunities to try New Behaviours	3.2	3.1	3.3	3.1	3.1	4.0
Personal Learning Contract Process	3.0	3.1	2.6	2.8	3.2	3.0
Learning Partnerships During Program	2.8	2.9	2.7	2.8	3.0	2.0
Pre-Course Package	2.8	2.8	2.7	2.7	2.7	3.0
Follow up Telephone Call	2.5	2.5	2.2	2.5	3.2	2.0
Learning Journals	2.5	2.4	2.4	2.4	3.5	4.0
Support in the Workplace	2.4	2.5	2.1	3.0	2.3	2.0
Learning Partnerships After Program	2.1	2.2	1.8	2.1	2.3	1.0

The perceived impact of program modules as a rating out of four and as an overall percentage is represented in Table C8 below:

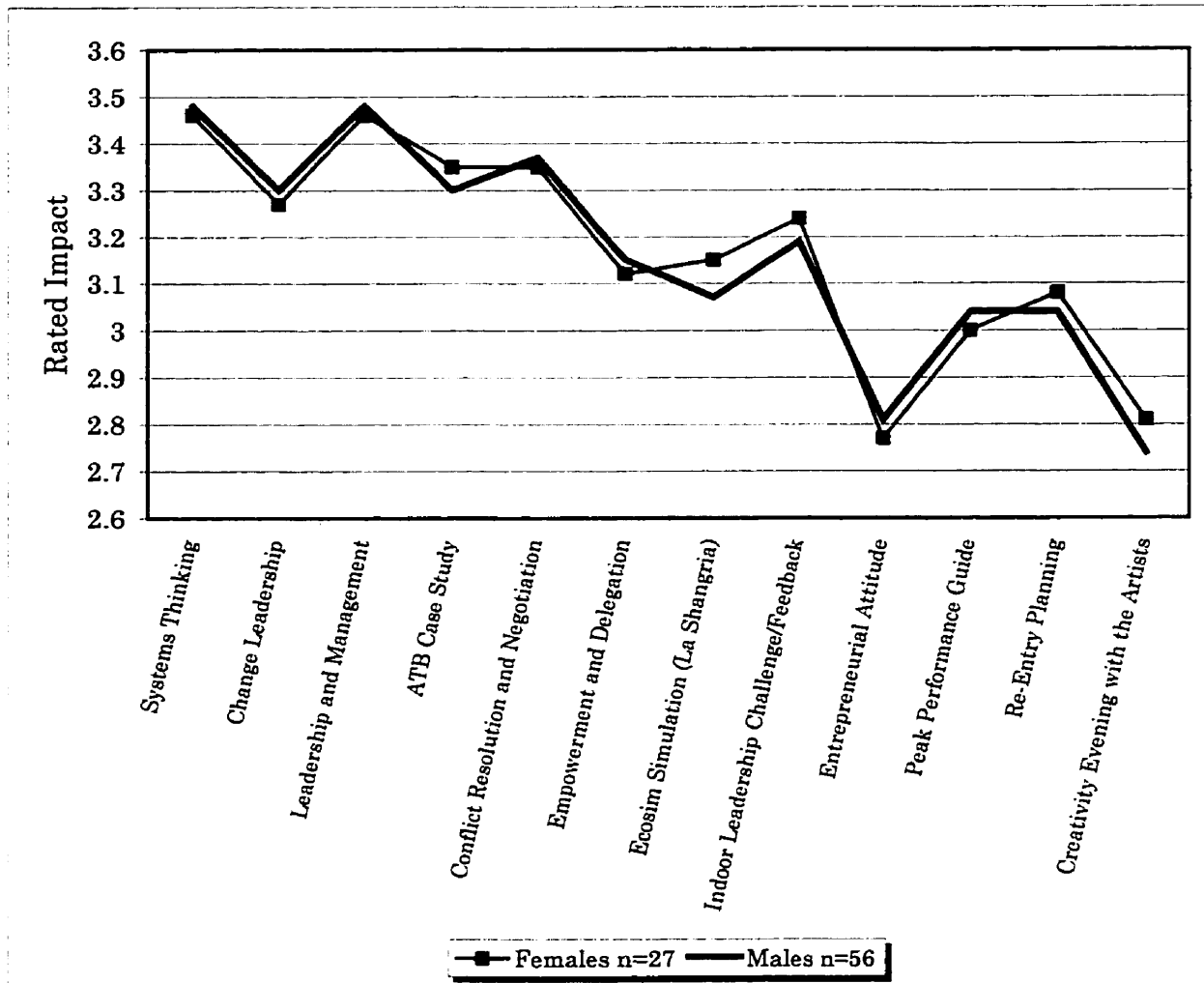
Table C8. Program Modules, Average of all Respondents in Descending Order Rating out of 4 and as a Percentage

Systems Thinking	3.49	(87%)
Change Leadership	3.45	(86%)
Leadership and Management	3.40	(85%)
ATB Case Study	3.27	(82%)
Conflict Resolution and Negotiation	3.23	(81%)
Empowerment and Delegation	3.19	(80%)
Ecosim Simulation (La Shangria)	3.10	(78%)
Indoor Leadership Challenge/Feedback	3.09	(77%)
Entrepreneurial Attitude	2.94	(74%)
Peak Performance Guide	2.93	(73%)
Re-Entry Planning	2.91	(73%)
Creativity Evening with the Artists	2.68	(67%)

Rating Scale Used:

- 4 = Major Impact on My Learning
- 3 = Moderate Impact on My Learning
- 2 = Little Impact on My Learning
- 1 = No Impact on My Learning

The survey results indicated slight differences in impact of the program modules between female and male respondents. It would appear the modules of: ATB case study, Ecosim Simulation (La Shangria), the Indoor Leadership Challenge/Feedback, Re-Entry Planning and Creativity Evening with the Artists were slightly more impactful to female respondents. It would appear the modules of Entrepreneurial Attitude and Peak Performance were slightly more impactful to male respondents. Figure C4 below details these results:



**Figure C4. Perceived Impact of Program Modules
Average Overall and for Female and Male Respondents**

The perceived impact of program modules by tenure within ATB is represented in Table C9 below:

**Table C9. Perceived Impact of Program Modules
By Tenure within ATB, Expressed in Years**

Program Modules by Tenure in ATB In Years	Overall N=88	< 2 N=2	2-5 N=3	6-10 N=24	11-20 N=30	+20 N=24
Systems Thinking	3.5	3.0	3.3	3.6	3.4	3.5
Change Leadership	3.5	3.0	3.7	3.4	3.5	3.4
Leadership and Management	3.4	3.0	3.7	3.4	3.3	3.4
ATB Case Study	3.3	4.0	3.7	3.5	3.1	3.1
Conflict Resolution and Negotiation	3.2	3.0	4.0	3.3	3.1	3.3
Empowerment and Delegation	3.2	2.5	4.0	3.2	3.3	3.0
Ecosim Simulation (La Shangria)	3.1	3.0	3.0	3.3	3.1	3.0
Indoor Leadership Challenge/Feedback	3.1	3.5	3.3	3.1	3.1	3.0
Entrepreneurial Attitude	2.9	2.0	3.3	3.1	3.0	2.8
Peak Performance Guide	2.9	3.0	3.7	3.0	2.8	3.0
Re-Entry Planning	2.9	3.0	3.3	3.1	2.7	2.9
Creativity Evening with the Artists	2.7	3.0	2.0	2.9	2.5	2.7

The perceived impact of program modules by job position within ATB is represented in Table C10 below:

**Table C10. Perceived Impact of Program Modules
By Job Position within ATB**

Program Modules by Job Position in ATB	Overall N=88	SBA N=16	SBUA N=6	CR N=3	BM N=33	OM N=14	PT N=2	SM N=9
Systems Thinking	3.5	3.4	3.5	3.7	3.5	3.6	3.0	3.6
Change Leadership	3.5	3.4	3.5	3.0	3.4	3.5	3.0	3.7
Leadership and Management	3.4	3.5	3.3	2.7	3.4	3.5	3.0	3.4
ATB Case Study	3.3	3.4	3.3	4.0	3.1	3.3	4.0	2.9
Conflict Resolution and Negotiation	3.2	3.4	3.0	2.7	3.3	3.4	3.0	3.2
Empowerment and Delegation	3.2	3.2	3.3	2.3	3.3	3.1	2.5	3.2
Ecosim Simulation (La Shangria)	3.1	3.0	2.8	3.3	3.2	3.1	3.0	3.2
Indoor Leadership Challenge/Feedback	3.1	3.2	2.8	3.3	3.1	3.2	3.5	2.8
Entrepreneurial Attitude	2.9	3.0	3.2	2.0	2.8	3.1	2.0	3.3
Peak Performance Guide	2.9	3.2	2.5	2.0	2.9	2.9	3.0	3.0
Re-Entry Planning	2.9	3.4	2.8	3.0	2.9	2.7	3.0	2.5
Creativity Evening with the Artists	2.7	2.5	2.5	3.0	2.8	2.8	3.0	2.2

Abbreviations:

SBA = Supervisory branch administration
 SBUA = Supervisory business unit administration
 CR = Branch credit/lending officer
 BM = Branch manager
 OM = Other manager
 PT = Professional/technical
 SM = Other senior management/RVP

The perceived impact of program modules by tenure in current job position within ATB is represented in Table C11 below:

**Table C11. Perceived Impact of Program Modules
By Tenure in Current Position ATB, Expressed in Years**

Program Modules by Tenure in Current Position in ATB in Years	Overall N=88	< 2 N=44	2-5 N=18	6-10 N=10	11-20 N=10	+20 N=1
Systems Thinking	3.5	3.5	3.6	3.6	3.2	3.0
Change Leadership	3.5	3.4	3.3	3.6	3.6	4.0
Leadership and Management	3.4	3.4	3.4	3.4	3.5	3.0
ATB Case Study	3.3	3.3	3.3	3.2	3.1	3.0
Conflict Resolution and Negotiation	3.2	3.2	3.1	3.4	3.4	4.0
Empowerment and Delegation	3.2	3.3	2.9	2.8	3.6	4.0
Ecosim Simulation (La Shangria)	3.1	3.1	3.2	3.4	2.9	3.0
Indoor Leadership Challenge/Feedback	3.1	3.1	3.1	3.3	3.1	3.0
Entrepreneurial Attitude	2.9	2.9	2.9	2.9	3.2	3.0
Peak Performance Guide	2.9	3.0	2.8	3.0	2.9	3.0
Re-Entry Planning	2.9	3.0	2.7	2.9	3.1	3.0
Creativity Evening with the Artists	2.7	2.7	2.2	3.1	3.2	3.0

The themes identified and number of times they were mentioned during the focus groups and one-on-one interviews are represented in Table C12 below. It is interesting to note items marked with an asterisk are findings that emerged only during the face-to-face dialogues and were not apparent in the quantitative program survey data.

**Table C12. Focus Group and One-on-One Interview
Reported Themes**

Themes Identified	Times Mentioned
Personal impact	39*
Increased self-confidence	25
Identification of self and self-knowledge	24
Indicated behaviour change that was necessary	21
Facilitator support in the program	19
Practical tools and ideas	18
Staff involvement and sharing	17
Teamwork	15
Networks established in Banff	13*
Step back and analyze before making decisions	12
Lack of organizational support	11*
Listen more	10
Follow up lacking	9*
Not afraid to speak up, make presentations, ask questions	9
Trust	8*
Leading became a part of my life	8*
Easy to get sidetracked	8*
Support from others	7
First course in a long time	6
Confidence in ATB	6*
Better morale/attitude	6*
Better problem solving and decision making	4
Importance of being sent on Leading and self-image	4*
Leap of Faith metaphor	4*
Spouse involvement	4*
Importance of values	3*

About the Learners:

The importance of self-reporting inventories were consistently noted through the research. A brief analysis of the instruments and learners follows.

INQ Thinking Styles

Analysis of the statistics kept of the 358 Leading Toward 2000 learners provided the following information on their self-reported Thinking Style preferences:

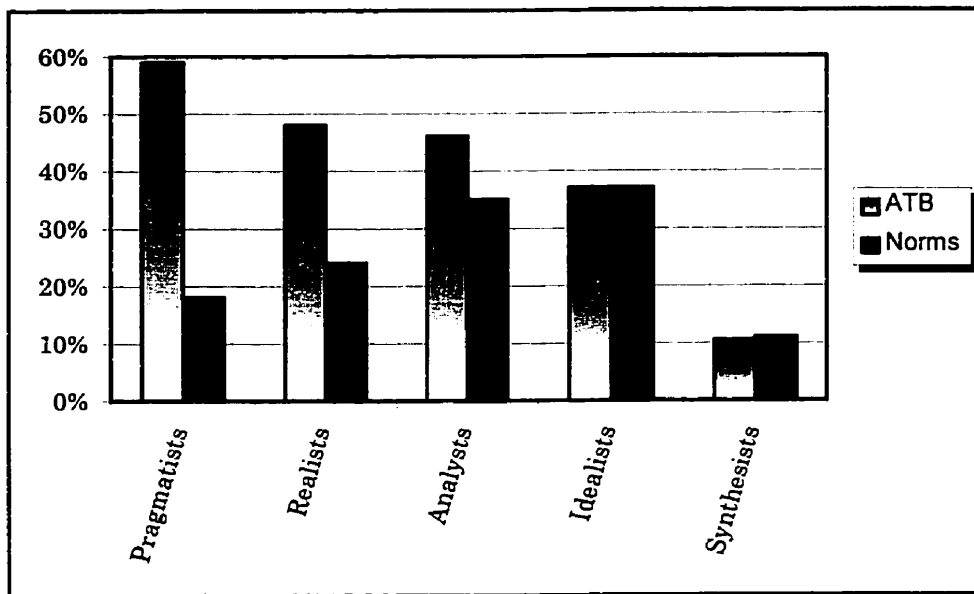


Figure C5. INQ Thinking Style Profiles

Comparing ATB's learners with the INQ profile self-reported norms it would appear to indicate that ATB has significantly more Pragmatists, Realists and Analysts.

The following has been excerpted from the 1997 INQ Thinking Profile: Understanding your Style, Summary description of the five styles (p. 14):

Synthesist:

Synthesists tend to be challenging people – curious, restless, and creative. They are motivated to understand, but not necessarily control, the world, and are much concerned that others see them as competent and worthy of admiration. They can be negative and disruptive, argumentative and rambling, as they try to integrate different perspectives.

Idealist:

Idealists tend to expect much of themselves and of others. At the same time, their deeply felt needs to be helpful to others, to be appreciated, and to be found worthy of

trust make idealists frequently very supportive and helpful to others. They can be so helpful that, occasionally, they are just plain meddlesome.

Pragmatist:

Pragmatists are likely to be good at knowing what people will “buy”. They can afford to approach problems in innovative or compromising ways because they have no vested interests in particular theories or methods. They provide optimism and enthusiasm that motivates people to move ahead even when the task seems mountainous. Because they don’t need to take on the whole world at once, Pragmatists often have a high tolerance for ambiguity. They need less structure and predictability than the rest of us.

Analyst:

Analysts view the world on an assumption that it is basically orderly, logical, and rational. If it isn’t, it should be, and Analysts will do their best to make it so. Within this world, they have a need to feel competent and self-sustaining. Analysts believe that “so long as we proceed carefully and methodically, things will work out.” They are interested, above all else, in finding the correct method for getting something done. Analysts are apt to look for (or already “know”) the “one best way” to solve a problem.

Realist:

Realists tend to view the world empirically – whatever can be seen, felt, heard, smelled, and experienced is vividly real. Anything else is somewhat fanciful, theoretical, and not very compelling. Realists assume the world is as they sense it, the facts are there for everyone to see, and any two intelligent people can’t help but agree on these facts. In that respect, Realists are quite the opposite of Synthesists. They are bothered by compromise, synthesis, analysis and idealism. They want to achieve concrete results – nothing else can influence the course of that “real world”.

TRG Hay/McBer Learning Styles

Analysis of the statistics kept of the 358 Leading Toward 2000 learners provided the following information on their self-reported Learning Style preferences:

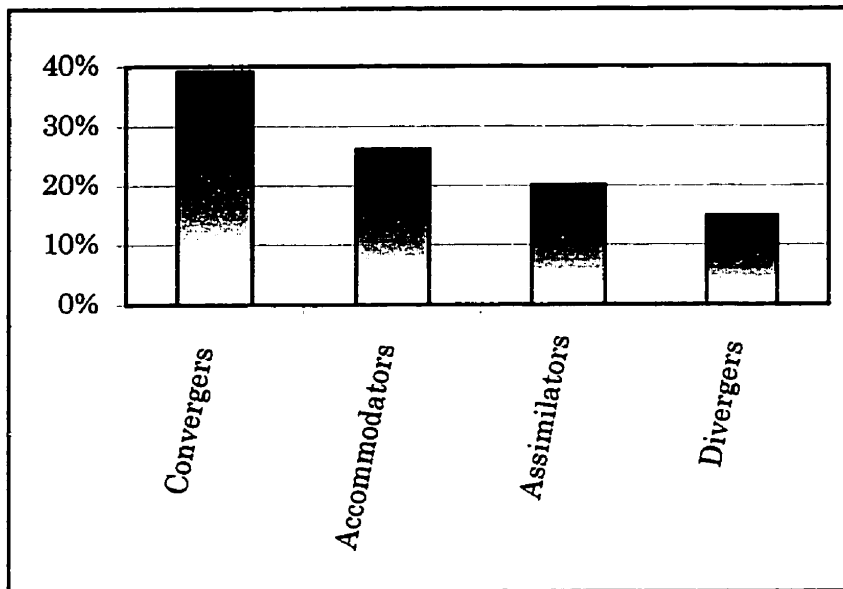


Figure C6. TRG Hay/McBer Learning Styles

It would appear that ATB learners who attended the Leading Toward 2000 program have a preference for learning by “doing” (abstract experiential) rather than learning by “watching” (reflective observer).

The following has been excerpted from the 1993 Learning Style Inventory (LSI): The Four Learning-Style Types (p. 7) and the strengths and weaknesses of each learning style (p. 11):

Converger:

Combines learning steps of **Abstract Conceptualization** and **Active Experimentation**. People with this learning style are best at finding practical uses for ideas and theories. If this is your preferred learning style, you have the ability to solve problems and make decisions based on finding solutions to questions or problems. You would rather deal with technical tasks and problems than with social and interpersonal issues. These learning skills are important for effectiveness in specialist and technology careers. **Strengths:** problem-solving, decision-making, deductive reasoning and defining problems. **Too much:** solving the wrong problem and hasty decision-making. **Not enough:** lack of focus, no shifting of ideas and scattered thoughts.

Diverger:

Combines learning steps of **Concrete Experience** and **Reflective Observation**. People with this learning style are best at viewing concrete situations from many

different points of view. Their approach to situations is to observe rather than take action. If this is your style, you may enjoy situations that call for generating a wide range of ideas, as in brainstorming sessions. You probably have broad cultural interests and like to gather information. This imaginative ability and sensitivity to feelings is needed for effectiveness in arts, entertainment, and service careers.

Strengths: imaginative ability, understanding people, recognizing problems and brainstorming. **Too much:** paralyzed by alternatives and can't make decisions.

Not enough: no ideas, can't recognize problems and opportunities.

Assimilator:

Combines learning steps of **Abstract Conceptualization** and **Reflective Observation**. People with this learning style are best at understanding a wide range of information and putting it into concise, logical form. If this is your learning style, you probably are less focused on people and more interested in abstract ideas and concepts. Generally, people with this learning style find it more important that a theory have logical soundness than practical value. This learning style is important for effectiveness in information and science careers. **Strengths:** planning, creating models, defining problems and developing theories. **Too much:** castles in the air and no practical application. **Not enough:** unable to learn from mistakes, no sound basis for work and no systematic approach.

Accommodator:

Combines learning steps of **Concrete Experience** and **Active Experimentation**. People with this learning style have the ability to learn primarily from "hands-on" experience. If this is your style, you probably enjoy carrying out plans and involving yourself in new and challenging experiences. Your tendency may be to act on "gut" feelings rather than on logical analysis. In solving problems, you may rely more heavily on people for information than on your own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales. **Strengths:** getting things done, leadership and risk-taking. **Too much:** trivial improvements and meaningless activity. **Not enough:** work not completed on time, impractical plans and not directed to goals.

Strength Deployment Inventory (SDI)

Two versions of the instrument were used during the fifteen Leading Toward 2000 programs being researched. Statistics were not kept of the two instruments. Observations by the faculty and notes kept throughout the programs indicate a significant preference by participants for “flexible-cohering” behaviour, followed by “nurturing” behaviour.

The following has been excerpted from the 1996 Strength Deployment Inventory (SDI): The Summary of the Seven Motivational Value Systems (page 6):

Altruistic-Nurturing (Blue):

Concern for the protection, growth and welfare of others. **Valued Relating Style:** Being open and responsive to the needs of others. Seeking ways to bring help to others. Trying to make life easier for others. Trying to avoid being a burden to others. Ensuring others reach their potential. Ensuring others are valued. Defending the rights of others. **Rewarding Environment:** Open, friendly, helpful, considerate, supportive, enhancing, trusting, socially sensitive, sincere, loyal, compassionate, respectful, humanitarian. Being needed. Being appreciated.

Assertive-Directing (Red):

Concern for task accomplishment, for organizing people, time, money and any other resources. To win out against the opposition and be seen as a winner. **Valued Relating Style:** Competing for authority, responsibility and positions of leadership. Exercising persuasion. Being alert to opportunity. Claiming the right to earned rewards. Striving for immediate action. Accepting challenges. Accepting risk-taking as necessary and desirable. Demonstrating competitiveness. **Rewarding Environment:** Progressive, innovative, evocative, challenging, fast-moving, stimulating, competitive, creative. New levels of opportunity. Potential for personal advancement and development. Personal material rewards available. Potential for winning. Verbally stimulating. Self-projection.

Analytic-Autonomizing (Green):

Concern for assurance that things have been properly thought out. Concern for meaningful order being established and maintained. Individualism, self-reliance and self-dependence. **Valued Relating Style:** Being objective. Being right. Being principled. Being in control of one's emotions. Being practical. Being cautious and thorough. Being fair. Being resolute. Being serious. Being their own “judge and jury”. Being their “own person”. Thinking things through before acting. **Rewarding Environment:** Clarity, logic, precision, utility, durability, efficiency, reliability, organized. Effective use of resources. Supportive of individual decision making. Clear, supportable and authentic criteria for decision making. Researched recommendations. Time to explore options. Opportunity for economy.

Flexible-Cohering (Hub):

Concern for flexibility. Concern for the welfare of the group. Concern for the members of the group and for belonging in the group. **Valued Relating Style:**

Being curious about what others think and feel, open minded and willing to adapt. Experiments with different ways of acting. Proud to be a “member”. Likes to know a lot of people. Likes to be known by a lot of people. Likes to be known as flexible. **Rewarding Environment:** Friendly, involving, sociable, democratic, playful, changing, flexible. Encouraging interaction. Being heard and listening. Sensitivity to feelings. Consensus-building.

Assertive-Nurturing (Blue-Red):

Concern for the protection, growth and welfare of others through task accomplishment and leadership. **Valued Relating Style:** Actively seeking opportunities to help others. Persuading others to ensure maximum growth and development of others. Being open to proposals for creating welfare and security for others. Creating enthusiasm and support in tackling obstacles to success. **Rewarding Environment:** Openness, mentoring, enthusiastic, friendliness, sincerity, trust, compassion. Respect for others. Supporting the underdog. Positive, progressive initiatives for the growth and development of others.

Judicious-Competing (Red-Green):

Concern for intelligent assertiveness, justice, leadership, order, and fairness in competition. **Valued Relating Style:** Providing rational leadership that can assess risks and opportunities. Being decisive and proactive when all the facts are in. Challenging opposition through thoughtful process and strategy. **Rewarding Environment:** Strategic, determined, planning. Complex, challenging tasks requiring expertise. Environment that offers recognition for achievement. Availability of technical resources. Opportunities to lead and to develop winning strategies.

Cautious-Supporting (Blue-Green):

Concern for affirming and developing self-sufficiency in self and others. Concern for thoughtful helpfulness with regard for justice. **Valued Relating Style:** Building effective processes and resources to protect or enhance welfare of others. Offering assistance for greater self-sufficiency and independence. Supporting activities that lead to growth. Fighting for principles that are fair. **Rewarding Environment:** Conscientious, patient, congenial. Environment that respects individuals, fairness and resources. Opportunities to encourage growth, independence and bring forth the best in others. Tasks that require thoughtful analysis to aid those in need.