Leadership Development Case Study

Objective: Exemplify Exceptional Leadership
April 25, 2017
KEY INPUT

- Personal Leadership
- Operational Leadership
- Organizational Leadership
- Leadership Passages
OUR LEADERSHIP CONTEXT

- New leadership journey 2014
- Balanced scorecard intro’d
- Airport business changing rapidly, ambitious growth plan
- 1st Talent Pool Reviews 2013
  - “Good manager… needs to be a better leader”
  - Outstanding operational skills, over-achieving group
  - Systemic accountability challenge, avoidance tendencies
  - Antidotal low employee engagement
- 2014 Engagement is a key strategy and measure
  - Overall score 63%
  - Immediate management score 63%
  - Executive team score 41%
  - Teamwork score 42%
  - Info/Comms score 31%
- Stratification (requisite org design) grew formal leadership roles ~10%
- ~65 formal leaders in organization
- 6% retirements likely (next 3-5 years), 5% turnover
- Multi-generational group
- Varied tenure and experience, from various business cultures
- Our leadership capabilities & development needs?? Gaps??
  - Competency standard
  - 360 Assessments
EDMONTON INTERNATIONAL AIRPORT

FROM STRATEGY TO SYSTEM

Common definition & language needed

Talent & Engagement Management

Exceptional Leadership

Engaged Employees

2015-2020 Strategic Plan
2015 Business Plan
EXPERIENCE

• Combined approach – values based personal leadership development, competency and capability development
• Employee development framework 70-20-10
• Competency framework (defined it!)
• Insights & motivations (360 degree feedback, development commitment)
• Formal education, stretch assignments, FYI aids
• Practice
• Accountability
OUR EXCEPTIONAL LEADERSHIP

EDMONTON AIRPORTS LEADERSHIP COMPETENCIES

ALL LEADERS, ALL LEVELS

CUSTOMER FOCUS
Valuing the experience we bring to our passengers, taking care to root our actions in positive results for our passengers.

PLANS AND ALIGNS
Ensuring our business and work plans are aligned with organizational goals. Understanding the impacts our team has on neighbouring teams.

ENSURES ACCOUNTABILITY
Specifying the results expected of each team member (work quantity, quality and timelines), and ensuring their complete understanding of these results.

COLLABORATES
Building partnerships and relationships across the organization to meet shared objectives. Linking each action and initiative to impacts on other departments.

DEVELOPS TALENT
Providing appropriate development opportunities to employees. Delegating appropriate authority to do required work, and using every opportunity to coach and/or mentor employees in using judgement and initiative in doing work.

COMMUNICATES EFFECTIVELY
Communicating and listening in a timely and helpful way for all audiences. Ensuring employees have up-to-date information on the organization and they are hearing it from their manager first.

ALL LEADERS, ALL LEVELS

INSTILLS TRUST
Exemplifying EIA’s Core Values through honesty, integrity and authenticity. Involving employees in decision making and listening to and accepting feedback.

MANAGES AMBIGUITY
Delivering clear messages and dealing with situations in a constructive way. Clarifying expectations and aiding understanding when things are not clear.

MANAGERS

DECISION QUALITY
Making smart and timely decisions based on analysis, wisdom, experience and judgement.

BUILDS EFFECTIVE TEAMS
Forming diverse and collaborative teams, where open dialogue leads to feelings of belonging and strong team morale that work together to achieve common goals.

SITUATIONAL ADAPTABILITY
Understanding that different situations call for different approaches and may require shifting demands. Adapting approach in real time to support shifting business and team needs.

EXECUTIVES, INCLUDING DIRECTORS

DECISION QUALITY
Making smart and timely decisions based on analysis, wisdom, experience and judgement.

STRATEGIC MINDSET
Anticipating future possibilities and challenges and creating strategies to approach them in a way that will create sustainable value.

DRIVES VISION AND PURPOSE
Exemplifying and promoting the vision and strategy of the organization in a way that everyone can relate to.

SUPERVISORS

RESOURCEFULNESS
Providing and distributing resources (people [time and expertise], money and technology) effectively and efficiently.

OPTIMIZES WORK PROCESSES
Creating effective and efficient processes, seeking continual improvement and alternatives, implementing innovative methods to manage workflow.

BEING RESILIENT
Managing crisis effectively and rebounding from difficult situations. Looking for positive opportunities to support employees and the organization.

Leaders defined 2014
University of Alberta

EIA Leadership programming

All Learner Kick Off – 1 day
Day is designed to set the learners up for their programs and for the capstone.

Topics covered:
- Team work needed for success (wild dogs)
- Traits of good teams: Shared vision, shared leadership, tenacity, individual skills
- Discussion of programs developing individual skills – purpose is to bring knowledge back
- Transformational leadership
- Left hand dribble concept – what needs to be developed
- 1% of possibility idea – lean into the learning
- Levels of learning
- Work & Shine

Personal Project orientation
- ABCD model
- Projects are B work – improvement projects
- What is your transformation project?

Learning support
- Set up group learning pods – accountability partners – meet 1x per month
- Coaching – EIA will discuss coaching

Program orientations
- Break into levels & discuss programs – answer questions

Executive, Including Directors
Executive Program, Executive Education UofA

Managers
Management Essentials Program, Executive Education, UofA
Leading series, Executive Education UofA

Supervisors
Executive Education, UofA
Extension, UofA
NAIT

Aspiring Leaders
The Leader Lab (UofA)

All Learner Capstone – 1 day
Day is designed to close out the learning and help the group think about how to apply the learning back into their work.

Presentations
- Program groups – key learnings
- Individual project presentations

Capstone
- Discussion of re-entry
- Levels of effectiveness
- Applying the learning
- Create 90 day plans

Celebration
- Graduation & recognition for the group

During the program: Individual coaching (EIA), Learning pods/accountability partner meetings, project work, executive lunch and learn/executives share their ideas for transformation.
Competencies: The Heart of Our Program 2014-2017

The journey continues…
Closing the Talent Gap

Business of Airports

Case Study: Edmonton Regional Airports Authority
AGENDA

The ‘What’ and ‘How’ of Competencies

What Research Can do

Creating Your Success Profile

Edmonton Application
The ‘What’ and ‘How’ of Competencies
What is the # of new hires that stumble or fail within 18 months?

46%

Forbes, 2012
The root cause for most derailment is:

a. Not understanding the content of the job
b. Patterns of behavior reinforced by previous successes
c. Lack of technical skills
d. Lack of intellectual horsepower
What if …

▪ You could describe what success looked like within your organization and within jobs?

▪ New hires were being selected based on your current and future challenges?

▪ The ‘vital many’ in your organization had tangible development plans based on things that matter?

▪ You could discuss meaningful developmental “undiscussibles” in a helpful, supportive way to ensure individuals stayed on track

▪ You really knew who was ready for a new role now?

▪ You could target development for next level career aspirations?
Competencies describe part of the picture.
Korn Ferry’s Four Dimensions of Leadership and Talent

**Competencies**
Skills and behaviors required for success that can be observed.

**FOR EXAMPLE**
Decision quality, strategic mindset, global perspective and business insight.

**Experiences**
Assignments or roles that prepare a person for future opportunities.

**FOR EXAMPLE**
Functional experiences, international assignments, turnarounds and fix-its.

**Traits**
Inclinations, aptitudes and natural tendencies a person leans toward, including personality traits and intellectual capacity.

**FOR EXAMPLE**
Assertiveness, risk taking, confidence and aptitude for logic and reasoning.

**Drivers**
Values and interests that influence a person’s career path, motivation and engagement.

**FOR EXAMPLE**
Power, status, autonomy and challenge.
Competencies are…

Observable and measurable skills and behaviors that contribute to workplace effectiveness and career success.

They determine how we do our jobs, how we accomplish goals.
Leadership Architect: Defining Behaviors
Simplifying the Complex

4 Factors

THOUGHT
RESULTS
SELF
PEOPLE

Experiences

Traits
Drivers
Leadership Architect: Clusters.

12 Clusters

- Making Complex Decisions
- Creating the New and Different
- Taking Initiative
- Managing Execution
- Understanding the Business
- THOUGHT
- RESULTS
- Focusing on Performance
- Being Flexible and Adaptable
- SELF
- PEOPLE
- Building Collaborative Relationships
- Being Open
- Being Authentic
- Influencing People
- Optimizing Diverse Talent
Korn Ferry Leadership Architect: Competencies.
## Choosing Mission Critical Competencies

### FACTOR I: THOUGHT
- A. Understanding the Business
  - 5. Business Insight
  - 11. Customer Focus
  - 17. Financial Acumen
  - 35. Tech Savvy
- B. Making Complex Decisions
  - 8. Manages Complexity
  - 12. Decision Quality
  - 32. Balances Stakeholders
- C. Creating the New and Different
  - 18. Global Perspective
  - 19. Cultivates Innovation
  - 33. Strategic Mindset

### FACTOR II: RESULTS
- D. Taking Initiative
  - 2. Action Oriented
  - 27. Resourcefulness
- E. Managing Execution
  - 15. Directs Work
  - 25. Plans and Aligns
  - 38. Optimizes Work Processes
- F. Focusing on Performance
  - 1. Ensures Accountability
  - 28. Drives Results

### FACTOR III: PEOPLE
- G. Building Collaborative Relationships
  - 6. Collaborates
  - 9. Manages Conflict
  - 20. Interpersonal Savvy
  - 21. Builds Networks
- H. Optimizing Diverse Talent
  - 4. Attracts Top Talent
  - 13. Develops Talent
  - 14. Values Differences
  - 34. Builds Effective Teams
- I. Influencing People
  - 7. Communicates Effectively
  - 16. Drives Engagement
  - 23. Organizational Savvy
  - 24. Persuades
  - 37. Drives Vision and Purpose

### FACTOR IV: SELF
- J. Being Authentic
  - 10. Courage
  - 36. Instills Trust
- K. Being Open
  - 29. Demonstrates Self-Awareness
  - 30. Self-Development
- L. Being Flexible and Adaptable
  - 3. Manages Ambiguity
  - 22. Nimble Learning
  - 26. Being Resilient
  - 31. Situational Adaptability
Building blocks of integrated talent systems

Define what is required for success

A competency model can build in multiple layers, from simple to complex; to specify competencies that are core to the whole organization, management level, and business function.

Levels
Differentiate
Behavioral Expectations

Business Units
Differentiate
Technical Requirements

Core Competencies permeate the entire culture
What is a competency model?

- Individual Contributor Competencies
- Managing Individuals Competencies
- Managing Managers Competencies
- Managing the Business Competencies
What does success look like?

How do we assess candidates against the profile?

How can we best align new hires with the profile and culture?

How can we measure & monitor progress?

How do we provide descriptive and actionable feedback?

Are incentives aligned with desired behaviors?

Is talent aligned with the strategy?

How do we build the bench?

How can we align opportunities to help people grow?
2
What Research Can Do
Competencies that differentiate performance.

Skill of most people

How common is it for people to be skilled in the competency by level?

Developmental difficulty

How difficult is it for a person to develop this competency?
Introduction to KFLA Placemat
Placemat: Supply of Skill in the Marketplace

The supply or number of people in the norm population that are skilled in this competency.

- **L**ower Skill Rating / Low Supply
- **M**edium Skill Rating / Medium Supply
- **H**igher Skill Rating / High Supply
Performance Correlations Quiz

Competencies most correlated with high performance – areas where more successful people do better:
- By level
- By region

- According to research, which competency has the strongest correlation with Performance ???
Performance correlations

Competencies most correlated with high performance – areas where more successful people do better:
- By level
- By region

Among the top third competencies that are correlated with performance for most or all position levels are:
- Ensures Accountability
- Manages Complexity
- Plans and Aligns
- Drives Results
- Decision Quality
- Situational Adaptability
- Resourcefulness
- Being Resilient
Placemat: Developmental difficulty index

**Developmental difficulty index**

1. Easiest
2. Easier
3. Moderate
4. Harder
5. Hardest
3

Creating a Success Profile
Defining Priorities:

What are the must have ‘Mission Critical’ competencies that will maximize performance
Consider the Context

What are the strategic priorities of the industry?

What are some barriers to performance?

What differentiating behaviors will ensure success?
Defining Priorities: HR Director of Leadership Development:

- In pairs: rank order your cards in order from ‘most important’ to ‘least important’

- Within your team: come to consensus and choose the top ‘2’ most important competencies

- Build and present your case: What impact will these top 2 competencies have on effective performance in the role?
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Edmonton Applications
Mission Critical Competencies
EIA Core Behaviors

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Core

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Supporting Development
Ongoing Development: FYI® for your improvement

Each competency chapter includes:

- Overview of each competency: how it operates.
- Competency definition: skilled, less-skilled, and overuse descriptions
- Possible causes of lower skill.
- A short case study.
- Tips to develop each competency.
- Suggested job assignments.
- Suggested readings, deep dive learning links.
- Questions to reflect and inspire.
- Recommended search terms.
Support Resources

- FYI® For Your Improvement
- Korn Ferry Leadership Architect™ Sort Cards
- Korn Ferry Leadership Architect™ Global Competency Framework (placemats)
- Korn Ferry Interview Architect™ Interviewing Guide
- Korn Ferry Interview Architect™ Learning & Application Guide