"The Leadership Pipeline"
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To a certain extent, the most successful people added appropriate skills as they moved up the leadership hierarchy. But that alone didn't account for their success. Walt found that these highly successful individuals also changed their perspective on what was important and what they spent their time on as they moved from one leadership position to the next. (Preface x) Some people had skipped leadership passages and were working in positions where they lacked critical skills... (Preface xiii) Unfortunately, many companies today fail to establish leadership as a special job requirement; they also fail to differentiate leadership requirements based on an individual's specific leadership position. Only so much can be learned in the classroom. These individuals aren't given jobs of sufficient complexity and challenge, designed to stretch their skills and broaden their values. (Preface xv)

A common organizational mindset is to view jobs as "work to be done" and not as developmental assignments. There is little acknowledgment that different levels of leadership exist and that people need to make skill and value transitions at each level. Relatively few organizations are thinking about the core competencies and experiences necessary to be successful at each level. (4)

What all this means is that you need to keep an open, optimistic mind about who might become the right person for a given leadership position. To capitalize on this potential, you need to discern the true work requirements at key leadership levels and what's needed to make the transition from one layer to the next successfully. Matching an individual's potential with a series of requirements is how pipelines are built. (6) ...learn to plan the work that needs to be done, select good people to do it, set objectives, hold people accountable for results, and offer feedback. (10) To build effective leadership at all levels, organizations need to identify leadership candidates early, provide them with growth assignments, give them useful feedback, and coach them. ...leadership revolves around mastering certain skills and values at each leadership level. (11)

When organizations start to think in terms of pipeline requirements rather than job-title responsibilities, they are in a much better position to develop their leaders. (12) When people become skilled individual contributors who produce good results—especially when they demonstrate an ability to collaborate with others—they usually receive additional responsibilities. The skills people should learn at this first leadership passage include planning work, filling jobs, assigning work, motivating, coaching, and measuring the work of others. They must shift from "doing" work to getting work done through others. (17) ...they are unable to differentiate between those who can do and those who can lead. (19) As leaders of an institution, they must be long-term, visionary thinkers. At the same time, they must develop operating mechanisms... (25)

The best developmental approach provides carefully selected job assignments that stretch people over time and allow them to learn and practice necessary skills. (26) Too often, organizations don't realize that their leaders aren't performing at full capacity because they aren't holding them accountable for the right things. (29) In addition, an individual's readiness for a move to the next leadership level could be clearly identified rather than inaccurately tied to how well they performed in their previous position. (30) Because the Pipeline model clearly defines what is needed to move from one level to the next, there's little or no wasted time on jobs that merely duplicate skills. (31) Perhaps the most difficult aspect of this transition is that first-time managers are responsible for getting work done through others rather than on their own. Giving up the tasks and responsibilities that earned them a manager title in the first place is a tremendously difficult aspect of this leadership passage. (33) Managers who issue orders, jealously guard information, and make unilateral decisions won't get the best performance from their people. They also want a certain amount of latitude in the way they carry out assignments. In other words, they want direction but also the freedom to reach a destination in their own way. (34)

1. Defining and assigning work to be done, including communicating with the boss and others about needs or expectations, planning, organizing, choosing people, and delegating. (35) 2. Enabling direct reports to do the work by monitoring, coaching, providing feedback, acquiring resources, problem solving, and communicating. (37) They need to be trained and coached in how to delegate and become skilled at regular review and follow-up, problem solving, measurement, rewards, and coaching their own people. (38) Scheduling of time is something that gives many first-time managers trouble—they spend too much time doing and not enough time managing... (47) When first-time managers lack the ability to delegate or coach, they'll schedule relatively little time for each activity, preferring to spend as much time as possible on what they're good at... (48)

The major focus of managers or managers—the area from which skills, time applications, and work values all flow—is empowering first-line managers. (53) *Difficulty Delegating* Some managers delegate improperly; they lack a control system that ensures accountability for what is delegated. *Poor Performance Management* Look for someone who provides poor or little feedback to his managers, isn't a good coach, doesn't offer clear direction, and whose people are unsure about their goals. In other words, this manager of managers is unable to communicate productively with his direct reports. (54) *Failure to Build a Strong Team   A Single-Minded Focus on Getting the Work Done* This individual demonstrates little or no capacity for taking full advantage of his new leadership position. He is still operating with the values of a first-line manager and doesn't recognize his role as a coach and developer of managerial talent. He frequently doesn't exhibit any interest in strategic or cultural issues. (55)

This means identifying people who are likely candidates and giving them the opportunity to see whether they like and are good at managerial tasks. Giving people team and project-leadership assignments are two ways of accomplishing this goal. Managers of managers also need to make time for selection to do it effectively. It's far less time-consuming to choose a clone or a crony than it is to observe people in "test" managerial roles. Time needs to be reapportioned in this way or managers of managers can't possibly obtain the knowledge necessary to make intelligent choices. ...managers of managers need to develop (56) a sensitivity about power. What this means is they need to use their power in ways that motivate and instruct rather than demean and demoralize. (57) In a very real sense, coaching is the hands-on art of caring; it bonds people (especially potential leaders) to each other and the organization. When you care, people know it, and this is a very important aspect of leadership at this and other levels. (61)

Gordon also delegates well, providing people with objectives and allowing them the freedom to achieve the objectives in their own ways. He's also skilled at selection and spends a great deal of time on this issue. (63) Functional managers must also understand strategy and systems thinking so they can link what's going on under their watch to the larger business issues and goals. (72)

- What are people working on?
- Are they being managed, developed, rewarded, and coached properly?(73)

Developing strategic competencies can be a more formal process. After three to six months on the job, training in these skills can be done through university classes, consultants, or in-house resources.

The best method of training, however, involves hands-on learning activities in which the manager uses the function's own data, challenges, and resources in a strategy-related assignment. After completing the assignment, the manager should be evaluated and receive feedback. (78) Similarly, mature leaders recognize that if they're going to succeed, they need to get cooperation from others. To do so, they'll delegate, communicate, and ensure that information flows smoothly and quickly. Although management has attempted to tear down these silos, the old attitudes persist. Mature leaders will turn away from a narrow dedication to their function and embrace a more integrated, total business philosophy. (79)

- People planning must be given top priority, not just by HR but by all leaders. (8) *Uninspired Communication* In group settings and one-on-one, they haven't found an appropriate strategic frame of reference to get their message across. *Inability to Assemble a Strong Team* (90) When teams of functional managers are contentious, distrustful, and ineffectual, it's a sign that the business manager is not transitioning well. (91)

Problems with Time Management Rather than create a strong team and trust them to do much of the tactical work, business managers become intent on solving problems themselves. *Neglect of the Soft Issues* Being the custodian of the culture is a new responsibility for these leaders, and their reaction is to ignore it or to assign it a low priority. (92)

• Pretest ideas, decisions, and proposals with a trusted associate so that they're not placed in the position of becoming locked in when their positions are questioned in public.

• Resolve to say, "I don't know," when uncertain about answers or decisions and then make a commitment to find the answers by a certain date.

• Collect many opinions—both for and against—before making decisions; look for external inputs as well.

• Given the importance of the individual, are we sufficiently human-centered? Are we attracting and keeping the right people? (96) They must resist the impulse to impose an effective strategy on a direct report's business and instead ask the questions and provide coaching that allows that direct report to forge his own strategy. (103) To make this and other decisions, group executives must be willing to put in a tremendous amount of time thinking, learning, and strategizing. (107)

 David felt he was accountable for the success of each business but not for the success of the business managers. David still valued his own success to the exclusion of others, and because of this "old" value, he never bothered learning how to coach. (108) Once Bob had the right people in place, he didn't meddle in the existing businesses and provided his managers with great freedom to run them within the strategic framework he had developed. Again, he didn't foist specific strategies on his business managers; he merely (113) provided them with an overall direction and framework. They made their own strategies within the framework. (114)

 Successful CEOs exhibit sound judgment on people matters and execute well deep into the organization. Though strategic ability, vision, and other factors are important skills at this level of leadership, they won't rescue a CEO who can't get things done or who lacks the ability to put the right person in the right job. (115) Most of these visions are so broad and unfocused that they are meaningless. As an experiment, collect the statements for fifty companies; you'll find that they're remarkably similar. The real challenge for the CEO is to craft a concrete definition of where he wants to take the

enterprise. Managing the social relationships as well as the environment in which such relationships evolve is a crucial responsibility of the CEO. More so than ever before, CEOs must energize people, releasing this energy at all levels... (118) Selecting the right people and continuously upgrading their skills and knowledge ultimately is a responsibility that falls on the CEO.

● How good are we at selecting the right people?
● How candid are we about giving the right feedback?
● How willing are we to end mismatches between jobs and people in a timely fashion? (119)

Finding the balance between the short term and the long term and executing it is what makes CEOs successful. (123) The dictatorial, ego-driven CEO tends not to ask many questions or listen to the answers. He values his own opinion above all others, and as a result tunes out ideas and perspectives that clash with his own. (124) …CEOs are in charge of the leadership pipeline, and if they show no interest in selecting and developing leadership at all levels, this is a sure sign that the soft side of the business is going unattended. (126)

All along the way, these people should be exposed to formal and informal coaching and feedback as part of the learning process. (127) Making dazzling PowerPoint presentations to boards isn't what the job is all about. It's really about ensuring successful execution, choosing the right people, valuing enterprise results, and building relationships inside and out. (129) In the rush to move them up, they often end up missing or hurrying through the passages that would have helped them build the foundation of skills, time applications, and work values, demanded at higher levels. (132) The best way to diagnose these leadership problems is by looking at whether managers are meeting the skill, time, and work value requirements at their particular levels. (135) Analyze how an individual's actions and attitudes align or misalign with a given level's skills, time applications, and values. …be specific in identifying the gaps between his operating level and his assigned level. …if people learn the right values, the right time applications and skills usually follow. (139)

These are the "high-potentials," and people usually give them the benefit of the doubt because they're rising stars and usually highly skilled in important areas. As a result, they are promoted quickly and allowed to zoom through or bypass crucial leadership experiences. (140) …most of them skipped the first-time manager level, spending their time instead working with a team of consultants on these projects. As a result, they missed out on the training and experiences that helped them value and become skilled at performance management—setting objectives, coaching, selecting team members, handling conflict, and so on. Many of them still wanted to work as though they were individual contributors. In fact, their direct reports complained that these managers treated them like "worker bees"… (141)

First, in most organizations, role clarity for leadership positions is frequently absent. While organizations may do a good job of defining financial and operational requirements, they often do a poor job of defining leadership requirements and differentiating them by leadership level. Second, most companies fail to create performance standards that are differentiated by leadership level. In fact, performance standards tend to be nonexistent. (143)

● Enabling others to be successful
● Engaging a team emotionally as well as physically or intellectually in order to unleash their energy
● Providing specific guidance in the form of standards
●Working horizontally (crucial in an e-commerce context) to assure smooth flow of work.

The Leadership Pipeline provides a fast and effective way to establish role clarity. By comparing what a leader *does* versus what is *required* at a given leadership level... (144) 2. Communicating to managers what this level is and the skills, time applications, and work values demanded by this level. (146) Well-defined performance standards, therefore, are crucial. (147)

A broad range of results must be the goal of all leaders, and they should revolve around the following:

● Operating results (revenues, costs, profit)
● Customer results (acquisitions, retention, penetration, satisfaction)
● Leadership results (setting direction, communicating, developing people, setting standards)
● Management results (control, quality, timeliness)
● Relationships (working relationships, team play, internal and external, business and government)
● Social responsibility (doing right by the community, governments, and environment)
● Individual technical competence (those parts of the work that only you should do) (148)

Other common performance problems caused by bosses include:

● Failure to fix broken equipment
● Poor job definition (156)
● Poor communication
● Inadequate resources
● Lack of performance standards
● Favoritism (157)

Conduct a "Lessons Learned" Discussion After Both Successes and Failures. Examine Managers' Calendars. Listen Carefully to How Managers Evaluate Subordinates. Look at Plans Managers Submit from a Values Standpoint. (159) The problem, of course, is that talent inventory advocates equate potential with performance. *Succession planning is perpetuating the enterprise by filling the pipeline with high-performing people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future.* (167) *The Pipeline Turns Must be Fully Understood.* People need to be working at the right level, and this cannot be determined unless the skills, time applications, and work values for each level are clearly communicated and assessed. (168)

Businesses are full of intelligent, good-looking people from top schools who are failing because they don't know how to get anything done. *Three Categories of Potential:* Turn potential – Able to do the work at the next level in three to five years or sooner. Growth potential – Able to do the work of bigger jobs at the same level in the near term. Mastery potential – Able to do the same kind of work currently being done, only better. (169) Once they know whether they're seen as having turn, growth, or mastery potential—and once they know the requirements for each leadership level—they can make realistic choices about what to do next... (170)

...we want to stress that the performance standards we talked about in the previous chapter must also be considered when judging someone's potential.
When an individual can sustain a high level of performance...,then she certainly should be considered as a turn potential candidate. ...we need to focus on how willing and able someone is to step up. If they're at a turn in the pipeline, the question is whether they're willing and able to tackle the new skills, time applications (171) and values. (172) If your company can set out highly specific standards that everyone subscribes to, you can achieve a consistency of judgment about succession that will strengthen your leadership pipeline. (174) When everyone is aware of the standards for judging potential and performance, they know what they have to do to move up a level and be qualified for a given leadership position. (175)

We're going to begin by looking at the four most common causes of individual failure:
● Selecting the wrong person
● Leaving poor performers in the job too long
● Not listening to or seeking feedback
● Defining jobs poorly (184)

Generating Results at One Level Should Not Be the Main Reason to Select Someone for a Higher-Level Position. Ask whether an individual is likely to make a smooth transition to a new set of values.

Has he acquired the targeted skills and will he find it easy to change how he spends his time? (186) Leadership is a very difficult concept to assess objectively, especially

when hope and friendship color the lens with which you view someone. (188) When managers begin to replicate behaviors almost identical to those than brought them an earlier success, a warning bell should go off. When direct reports aren't growing and performing, however, that's a sign that a leader isn't fulfilling the level's requirements. (189) All managers, upon being appointed to a new leadership level, should take it upon themselves to define their job. This means defining not only the skills, time applications, and values for the level but also the performance standards for that level. (191)

 People need to take the initiative to define jobs for themselves and to define them with specificity. This means not only defining what their contribution should be but also establishing how they will be measured and identifying the differences between their role and those of people above and below them. As they take on a new leadership position and grow into the job, they need to solicit feedback about whether their performance fits the leadership level and their boss's expectations. (192) Although he was skilled at communicating direction and mapping strategies, he was not particularly adept at providing feedback, setting specific objectives, and dealing with poor performance from his people. (216) More than ever before, managers are expected to coach their subordinates.

The theory—which we subscribe to—is that the best way to learn and grow as a leader is through on-the-job "stretch" experiences. To get the most out of these experiences, people must receive and reflect upon feedback. Managers, however, often aren't trained in giving developmental feedback and may not take to this role naturally. With the Pipeline in hand, you can be very precise about development actions. After pointing out the skills, time applications, and values for a targeted leadership level, identify where subordinates possess the right traits and where they fall short. (217) Jammed pipelines often are filled with managers who can't let go of behaviors that made them successful at lower leadership levels, and coaching should be an excellent way to help them drop these behaviors. (220)

● What steps is the company taking to identify the right people to go through passages?
● How is the company helping individuals move through these passages?
● When and how does the company assess the skills, time applications, and work values appropriate to each passage? (235)