

**FCV TOTAL: AN ANALYSIS OF  
LEADERSHIP DEVELOPMENT BEST  
PRACTICES AND RECOMMENDATIONS**

by

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## **ABSTRACT**

The purpose of this thesis was to provide recommendations for improving the existing Farm Credit of the Virginias, ACA (FCV) “Training of Today’s/Tomorrow’s Association Leaders” (TOTAL) leadership development program. In the wake of pending retirements and increased competition for experienced and talented leaders, FCV has developed the TOTAL leadership development program. TOTAL is a competency based program designed to enhance the interpersonal skills of high potential leaders. An extensive literature review was performed to identify leadership development best practices. The best practices identified were as follows: having an organizational culture of leadership development, leaders developing leaders, 360-degree feedback, coaching and mentoring, and job assignments and action learning. An analysis of the existing TOTAL program yielded the identification of strengths, opportunities, and challenges. Finally, recommendations for improving the effectiveness of TOTAL were provided.

# TABLE OF CONTENTS

|  |            |
|--|------------|
| <b>List of Figures.....</b>                                  | <b>v</b>   |
| <b>List of Tables .....</b>                                  | <b>vi</b>  |
| <b>Acknowledgments.....</b>                                  | <b>vii</b> |
| <b>Chapter I: Introduction .....</b>                         | <b>1</b>   |
| 1.1 Farm Credit of the Virginias, ACA .....                  | 3          |
| 1.1.1 TOTAL.....   | 4          |
| 1.2 Purpose of the Thesis .....                              | 4          |
| <b>Chapter II: Leadership Development .....</b>              | <b>6</b>   |
| 2.1 History of Leadership Development.....                   | 6          |
| 2.2 Identifying Leadership Development Candidates .....      | 10         |
| 2.3 Leadership Development Best Practices .....              | 11         |
| 2.3.1 Organizational Culture of Leadership Development ..... | 12         |
| 2.3.2 Leaders Developing Leaders .....                       | 13         |
| 2.3.3 360-degree Feedback .....                              | 14         |
| 2.3.4 Coaching and Mentoring .....                           | 15         |
| 2.3.5 Job Assignments and Action Learning.....               | 16         |
| 2.3.6 Summary of Leadership Development Best Practices.....  | 17         |
| <b>Chapter III: Introduction to TOTAL .....</b>              | <b>19</b>  |
| 3.1 Five Part Model .....                                    | 19         |
| 3.1.1 Competency Modeling.....                               | 20         |
| 3.1.2 Assessment .....                                       | 21         |
| 3.1.3 Individual Development Planning.....                   | 22         |
| 3.1.4 Training and Development .....                         | 23         |
| 3.1.5 Follow-up and Reinforcement .....                      | 24         |
| 3.1.6 Summary of TOTAL .....                                 | 25         |
| <b>Chapter IV: An Analysis of TOTAL.....</b>                 | <b>26</b>  |
| 4.1 Strengths .....  | 26         |
| 4.1.1 Strong and Supportive Learning Culture.....            | 26         |
| 4.1.2 Competency Models and Use of 360-degree Feedback.....  | 29         |
| 4.1.3 Coaching and Mentoring .....                           | 30         |
| 4.1.4 Personalized Development through IDPs .....            | 31         |
| 4.2 Opportunities .....                                      | 31         |
| 4.2.1 Job Assignments and/or Action Learning Exercises ..... | 31         |
| 4.2.2 Leaders Developing Leaders .....                       | 32         |
| 4.3 Challenges .....   | 33         |

|   |           |
|---|-----------|
| 4.3.1 Life after TOTAL.....                           | 33        |
| 4.3.2 Maintaining Current Curriculum.....             | 34        |
| 4.4 Summary of the TOTAL Analysis .....               | 34        |
| <b>Chapter V: Recommendations and Conclusion.....</b> | <b>36</b> |
| 5.1 Recommendations .....                             | 36        |
| 5.2 Future Considerations for TOTAL .....             | 38        |
| 5.3 Conclusion.....                                   | 39        |
| <b>References .....</b>                               | <b>40</b> |
| <b>Appendix A: TOTAL Competency Model .....</b>       | <b>43</b> |

**LIST OF FIGURES**

**Figure 1.1 Labor Force Projections by Age Group, 2000-2010 ..... 2**  
**Figure 1.2 FCV Employees by Age (Total Employees=141) ..... 3**  
**Figure 3.1 Five Part Development Model ..... 20**

**LIST OF TABLES**

**Table 3.1 TOTAL Competency Clusters .....21**  
**Table 4.1 TOTAL Strengths, Opportunities, and Challenges ..... 26**

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## CHAPTER I: INTRODUCTION

“Leaders can make the difference in whether their organizations succeed or fail” (Bass, 1990, p. 6). The dynamics of business today are changing, and maintaining competitive advantage has become increasingly difficult in the increasingly competitive marketplace. In the past, organizations relied on improvements in technology, cost reduction, and pricing, among other common strategies for creating customer value and differentiating themselves from their competitors. In recent years, leadership has moved to the forefront. In theory, leaders articulate and communicate an organization’s mission and vision and motivate followers, which should produce results (Smallwood, et al., 2000).

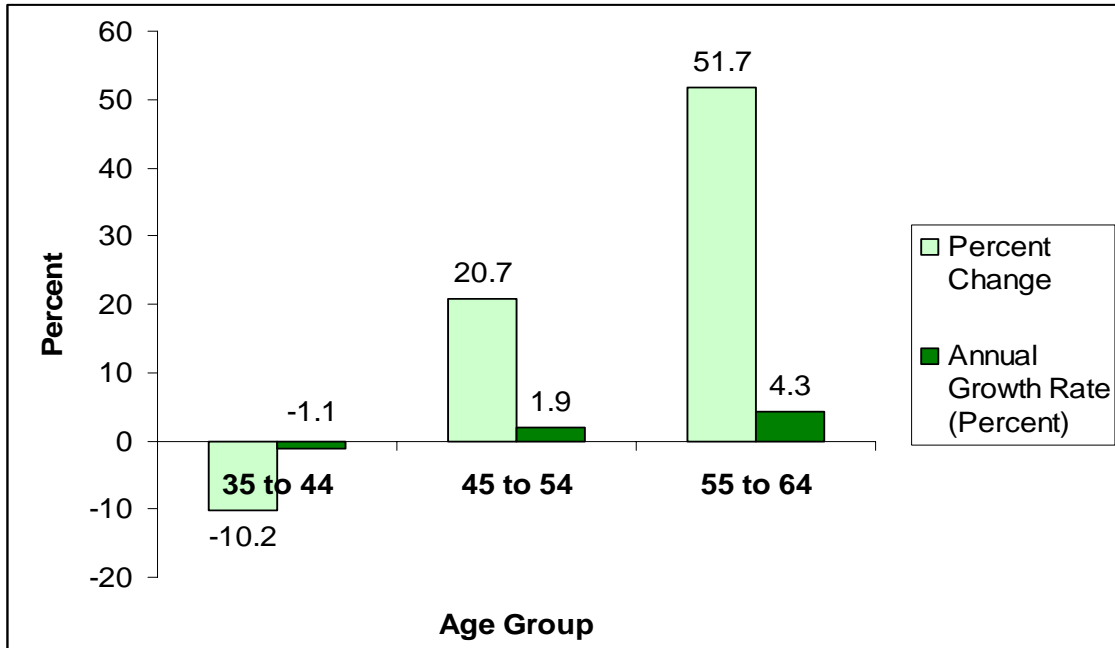
With this focus on leadership, more organizations are realizing the importance of recruiting potential leaders and further developing them through internal programs. Organizations recognize that successful leadership development can have a great impact on their success in the marketplace (Day, 2000). Research in leadership development suggests that investing time and resources in internal leadership development is an effective strategy for gaining competitive advantage and continued organizational success (Day, 2000; Desmartsis & Miller, 2007; Effron et al., 2005; Pepe, 2007).

An important factor driving the interest in internal leadership development is the impending shortage of experienced personnel as the baby boomers retire. The Bureau of Labor Statistics has estimated the annual growth rate for the workforce between ages 55 to 64 to be 4.3 percent from 2000-2010 (Fullerton & Toossi, 2001). In addition to the increase in the number of workers nearing retirement age, the annual growth rate for the 35 to 44 year old workforce is estimated at -1.1 percent from 2000-2010 (Fullerton & Toossi,



2001). Figure 1.1 shows the Federal Bureau of Labor Statistic’s labor force projections from 2000 to 2010, including the percent change and annual growth rate, for the 35 to 44, 45 to 54, and 55 to 64 age groups.

**Figure 1.1 Labor Force Projections by Age Group, 2000-2010**



Source: (Fullerton & Toossi, 2001, pg. 32)

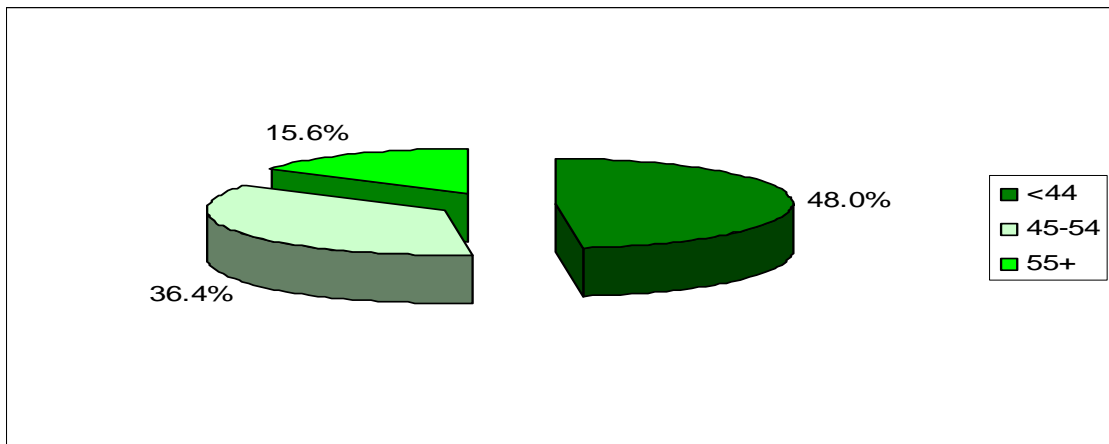
By 2010, a human resource challenge is presented whereby organizations will be charged with replacing a large number of experienced and skilled workers. In 2010, the first of the baby boomer generation will reach retirement age. Employers will find that the “demand for high quality leadership exceeds the supply” (Spreitzer, 2006, p. 305). Of specific concern will be replacing the most elite of the workforce, including senior management personnel, branch managers, and others in leadership positions. Development Dimensions International predicts that in the next five years, one-fifth of the country’s large, established companies will lose 40 percent or more of their top level talent (Wolfe, 2007).

## 1.1 Farm Credit of the Virginias, ACA

Farm Credit of the Virginias, ACA (FCV) is part of the nationwide Farm Credit System, which has provided financing to rural America since 1917. FCV serves 96 counties in Virginia, West Virginia, and Maryland, with 26 branches and 141 employees. Financial products include long term real estate loans, building and equipment loans, loans for livestock and operating expenses, and loans for agriculture related businesses. Other financial services include secondary market financing for homeowners, multi-peril and crop hail insurance, leasing, credit life insurance, and term life insurance. (Farm Credit of the Virginias, 2008)

FCV will not be exempt from the “Perfect Labor Storm” that Wolfe (2007) predicts. Within the next five years, over half of the senior management personnel at FCV will be eligible for retirement. Many branch managers and other leaders within the organization will be eligible for retirement as well. Internal human resource data shows that 15.6 percent of FCV employees are over the age of 55, while another 36.4 percent are between the ages of 45 and 55. Figure 1.2 shows the breakdown of FCV employees by age as of March 9, 2008.

**Figure 1.2 FCV Employees by Age (n=141)**



It will be imperative to replace these highly experienced personnel with highly competent and developed leaders who can continue to maintain FCV's competitive advantage in the market and its position as rural America's lender of choice. Not only must these new leaders be well educated and experienced in the practice of financial analysis and lending, but they will need to be innovative in meeting customer needs in the changing landscape of rural America and in motivating their followers to do the same.

### *1.1.1 TOTAL*

FCV strives to be a continuous learning organization. In adhering to this vision, FCV has invested significant resources in the training and development of its employees to enhance their work experience and improve performance. TOTAL stands for "Training of Today's/Tomorrow's Association Leaders." The goal of TOTAL is to identify candidates within the organization with high leadership potential and develop their leadership competencies. The current design of the program includes providing participants with an initial assessment of their leadership competencies and providing appropriate development opportunities to achieve each individual's development goals. The enhancement of leadership skills combined with mentoring and development opportunities should not only prepare the candidates for future leadership opportunities, but also improve their job performance and effectiveness as leaders in their current organizational roles.

## **1.2 Purpose of the Thesis**

The purpose of this thesis is to provide recommendations for improvement of the existing TOTAL leadership development program. Chapter 2 provides a history of leadership development and effective leadership development practices. An introduction to TOTAL is provided in Chapter 3. In Chapter 4, the best practices of successful leadership

development programs are used to offer an analysis of the existing TOTAL program, including strengths, opportunities, and challenges. The recommendations for improving TOTAL are presented in Chapter 5.

## **CHAPTER II: LEADERSHIP DEVELOPMENT**

### **2.1 History of Leadership Development**

The last two decades have seen an increased focus on leadership development in the context of business. The practice of leadership development has transformed from simply training individual managers to creating a leadership development initiative that is embedded in the organizational culture to support individual, team, and organizational growth. An understanding of leadership theories is helpful in determining the goals of a leadership development program, identifying potential leadership candidates, and constructing a leadership development curriculum. Two leadership theories common throughout leadership texts are transactional leadership and transformational leadership.

Transactional leadership is a leadership style in which the compliance of followers occurs as the result of an exchange of something valued (Kuhnert & Lewis, 1987). The transactional leader offers contingent rewards to subordinates for meeting agreed upon performance standards and imposes corrective actions when performance standards are not met (Avolio et al., 1987). The success of transactional leadership is contingent upon the clarity of goals, standards, and assignments (Bass, 1990).

In contrast, transformational leadership “results in mutual stimulation and elevation that converts followers into leaders” (Bass, 1990, p. 23). Transformational leaders increase the followers’ awareness and interests in the group or organization, increase their confidence, and help them to identify opportunities for achievement and growth (Dubinsky & Yammarin, 1994). In addition, the transformational leader will “raise subordinates’

sense of cohesion, intrinsic motivation, and affective commitment” which effectively results in higher levels of performance (Barling & Kelloway, 2000, p. 355).

Bass (1990) identifies four dimensions of transformational leadership: charismatic leadership, inspirational leadership, intellectual stimulation, and individualized consideration. Charismatic leadership is the gaining of respect, trust, and confidence of others. Inspirational leadership is communicating a vision, increasing optimism and enthusiasm, and energizing others. Intellectual stimulation is encouraging creativity and the use of intelligence to transform old methods and processes. Individualized consideration is providing personal attention to all individuals and recognizing each individual’s achievements and contribution to the organization’s goals. (Bass, 1990)

Barker and Emery (2007) conducted a study of the effectiveness of transactional and transformational leadership styles on organizational commitment and job satisfaction. The subjects of the study were branch managers from regional banking organizations and store managers from a national food chain. They collected survey responses from 292 bank tellers and 97 retail checkers. The surveys measured transformational leadership, transactional leadership, organizational commitment, and job satisfaction. The results of the study support their hypotheses that transformational leadership would lead to a higher level of organizational commitment and a higher level of job satisfaction. Furthermore, they found no significant correlation between contingency rewards and job satisfaction. Barker and Emery (2007) suggest that leadership development programs in service organizations should focus on developing skills and behaviors that result in effective transformational leadership.

Lipshitz and Popper (1993) examined the relationship between leadership theory and leadership development. They identified three components of leadership development: developing the belief that one can perform the leadership role, developing awareness of the modes for motivating others, and developing specific leadership skills (Lipshitz & Popper, 1993). Lipshitz and Popper (1993) considered the differences between transactional and transformational leadership, but determined that leadership development should enhance the awareness of both leadership styles, develop an understanding of their effectiveness in motivating followers, and strengthen the ability to determine which leadership strategy is most relevant to a given situation.

The evolution of leadership development has resulted in the marrying of both transactional and transformational leadership theory. Organizational leaders are expected to accomplish day-to-day management tasks and to motivate deeper thinking among his or her team members. Effective leaders must “manage tasks, maintain control and keep the organization on track,” while realizing their vision (Kakabadse, 2000, p. 7).

Organizational structures have flattened and the decentralization of organizations has led to a focus on leaders as members of teams (Conger, 1993). The increased prevalence of teams in the business context has led to less formal authority for leaders and an increased need for motivational and interpersonal skills. Organizations have begun to recognize that everyone has the function of a leader in some aspect of his or her job. This has shifted the focus of leadership development from the development of senior leaders to the development of the leadership function across all levels of the organization.

Leadership development is no longer being viewed as a single event or program, but instead as an on-going process throughout an individual’s career, incorporating

continued development opportunities, feedback, and long-term investment (Bernthal & Wellins, 2006; Desmartsis & Miller, 2007; Hernez-Broome & Hughes, 2004; Smallwood et al., 2000). In addition to accepting leadership development as an on-going process, best practice organizations have embedded leadership development deep into their culture and aligned the leadership development initiatives with their organizational business strategy and goals. Leadership development is a valuable tool for creating sustained organizational success and competitive advantage (Day, 2001; Pepe, 2007). “Organizations with a passion for growing the right leaders, appropriate organizational structures and culture, and a strategic plan to implement leadership programs will be better prepared for future challenges” (Leskiw & Singh, 2007, p. 445).

Leadership development is a key factor in successfully recruiting, retaining, and growing talented individuals (Bernthal & Wellins, 2006). As organizations contend with the predicted shortage of experienced leaders, they can recruit from outside the organization and/or take advantage of the existing human capital already in the organization. In the next decade, organizations will face the same challenge in recruiting experienced leaders. This will most likely result in paying an increased premium for these experienced leaders. “Organizations that take the time to identify and nurture potential leaders early on will likely find a much larger pool of leaders in their future” (Bernthal & Wellins, 2006, p. 39).

In examining their 2005 benchmark study conducted for Development Dimensions International, Bernthal and Wellins (2006) concluded that development opportunities make organizations more appealing to leaders and help to promote retention of talented individuals. Leadership development can increase an individual’s motivation, decrease



complacency, and make it less likely for individuals to see challenges and opportunities outside of the organization. “Employees are more likely to stay with their organizations when they have opportunities to learn and grow” (Bernthal & Wellins, 2006, p 35). In ‘Best Practices: Developing High-Potential Leaders Pay Off’ (2004, p. 56), Marc Effron warns that “you always need to pay attention to your best talent because there’s always a strong market for them.”

Many leadership development programs are aimed at identifying potential leaders and enhancing their interpersonal skills and capabilities so that they will have the ability to lead the organization in the future. At the most basic level, leadership development programs can improve self-awareness, build knowledge, and facilitate interactions which lead to better team and motivational skills. Participants are guided toward harnessing their strengths and managing their weaknesses. The leadership development program can also be a controlled environment for the participants to try new roles, take risks, and make mistakes (Bernthal & Wellins, 2006). In addition, leadership development programs should help participants to better understand the vision and strategic objective of the organization.

## **2.2 Identifying Leadership Development Candidates**

Many studies have been completed on the personality and traits of individuals who are effective in fulfilling the role of a leader. Based on surveys completed by Ralph Stogdill in 1948 and 1970, Bass (1990, p. 87) concluded that the “leader is characterized by a strong drive for responsibility and completion of tasks, vigor and persistence in the pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness

to accept the consequences of his or her decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other people's behavior, and the capacity to structure social interaction systems to the purpose at hand." The role of the leader is to:

- Set and clarify the missions and goals of the members, group, and organization
- Energize and direct others to pursue the missions and goals
- Provide the structure, methods, tactics, and instruments for achieving the goals
- Resolve conflicting views about the means and ends
- Evaluate the individual's, group's or organization's, as well as his or her own, contributions to the effort (Bass, 1990).

Organizations embarking on the path to identify and develop potential leaders should consider their organizational culture and business strategies. "Best practice organizations seek to identify the elements of effective leaders and identify the type of managers and career professionals needed to achieve their objectives" (Leskiw & Singh, 2007, p. 448). It is also important to simply pay attention to your high performers and employees who demonstrate an ability to innovate and lead within the context of their current role in the organization. In most cases, potential leaders will separate themselves from the rest of their peers by means of their accomplishments and contributions. Potential candidates should exhibit a strong desire to learn and grow and should be capable of a higher level of responsibility.

### **2.3 Leadership Development Best Practices**

A great amount of research has been done to determine the best practices of leadership development programs and their effectiveness on the transfer of learning and

overall effectiveness in creating a valuable leadership pipeline. The transfer of learning is imperative to the long-term effectiveness of leadership development activities. “For transfer to have occurred, learned behavior must be generalized to the job context and maintained over a period of time” (Baldwin & Ford, 1988, p. 63). Leadership candidates must be able to “effectively apply the knowledge, skills, and attitudes gained in a training context on the job” (Ladyshevsky, 2007, p. 427). Among the best practices are a dedication to leadership development as part of the organizational culture, a responsibility of senior leaders in developing future leaders, the use of leadership competencies and 360-degree feedback, coaching and mentoring, and job assignments and action learning. While each of the best practices is examined separately, it is important to understand that high impact leadership development results from the effective delivery and linkage of multiple components and events (Pepe, 2007).

### *2.3.1 Organizational Culture of Leadership Development*

“The vision of where the organization is going is paramount, and any effective development program must help leaders be clear about and articulate that vision to everyone” (Smallwood et al., 2000, p. 24). The leadership development strategy employed must fit the organization’s goals, environment, and overall strategies (Efron et al., 2005). There is no lack of research supporting the need for leadership development to be strategically aligned with the organizational culture and strategic objectives. (Cacioppe, 1998a; Day, 2001; Desmartsis & Miller, 2007; Groves, 2007).

A leadership development program requires a great amount of organizational resources, including but not limited to time and money. To ensure a return on the investment, the organization must be committed to the initiative of leadership development.

This commitment involves the support, participation, and accountability of senior executives. Effron et al. (2005) conducted a review of the Top Companies for leadership in 2001, 2002, 2003, and 2005. They determined that there are 3 Fundamental Leadership Truths. The first truth is that the CEO and Board must offer “leadership and inspiration” (Effron et al., 2005, pg. 20). In the top companies for leaders, the CEOs spend more than 20 percent of their time on leadership development activities. The second truth is that the organization must have a “maniacal focus on high potentials” (Effron et al., 2005, pg. 20). The top companies for leaders recognize that the top 10 to 15 percent of the current leadership population will be the ones to drive the organization’s vision forward. The third truth is “the right leadership practices, done right” (Effron et al., 2005, p. 20). This means that the organization’s unique business strategy should guide in the identification of the type of leader and leadership development practices needed within the organization.

### *2.3.2 Leaders Developing Leaders*

Best practice organizations recognize their senior leaders as valuable tools in the development of future leaders. Senior leaders, including the CEOs, are held accountable for the leadership development process. The incorporation of senior leaders into the leadership development process can take many forms including the delivery of program materials, presentation of personal case studies, sponsorship of learning activities, and engaging in coaching and mentoring opportunities.

Cacioppe (1998b) completed an extensive study of best practice organizations with a specific focus on how senior leaders can effectively enhance the leadership development programs. He acknowledged that great leaders are often great teachers with an ability to transform their followers into great leaders themselves. With examples from PepsiCo,

General Electric, Allied Signal, and Shell, Cacioppe determined that the involvement of senior leaders in the leadership development initiative had the ability to “add considerable value with a minimum effort and expense” (Cacioppe, 1998b, p. 197).

Employing leaders as teachers is another means to ensure that the organization’s vision and strategic objectives are communicated clearly to participants. Senior leaders can help to reinforce the importance of learning and development. Involving senior leaders in the leadership development function can also link the organization vertically by bridging the gap between senior leaders and potential leaders (Pepe, 2007). This interaction with senior leaders can also enhance a participant’s motivation and dedication to his or her own development.

### *2.3.3 360-degree Feedback*

The 360-degree feedback tool has become popular in leadership development. It has been identified as the “most useful and powerful element of the leadership development process” (Cacioppe, 1998a, p. 51). Built upon leadership competencies, 360-degree feedback can help to identify an individual’s strengths and weaknesses and provide a baseline to determine an individual’s development needs.

Conger and Ready (2004) defined leadership competencies as a list of tangible and measurable skill-sets that provide benchmarks for development. In their study of leadership competencies, Conger and Ready (2004, p. 41) determined that they play a “critical and foundational role” in the leadership development process. They developed 3 C’s to better understand the contribution of competencies: Clarity, Consistency, and Connectivity. Competencies provide clarity, or set clear expectations about behaviors, skills, and values. They also allow for consistency as they provide a common framework

for the development plan. The last “C” is the connectivity of competencies to other human resource processes. Competencies can also be used throughout the organization to manage performance and follow-up.

Hernez-Broome, et al. (2004) reflected on the role of leadership competencies in leadership development. They concluded that leadership competencies are core to leadership development at all levels, providing a guide for needs assessment, development planning, and goal setting. In addition to acknowledging that leadership competencies should correspond with the organization’s business goals, they stressed the importance of using competencies to develop and leverage an individual’s strengths.

Best practice organizations use 360-degree feedback as a benchmarking tool for leadership development participants. The participants are rated on each competency by their boss, peers, subordinates, and themselves. The result of the 360-degree feedback is the first step in reflection and self-awareness (Leskiw & Singh, 2007). In addition to identifying gaps, the 360-degree feedback can identify a participant’s strengths. Leveraging these strengths throughout the development process can help to build confidence and enhance the awareness of one’s “best self” (Spreitzer, 2006).

#### *2.3.4 Coaching and Mentoring*

Coaching and mentoring relationships are imperative to long-term development. Coaching and mentoring are two different types of relationships, but both can help to enhance the transfer of learning (Leskiw & Singh, 2007). In addition to accelerating progress in the leadership development process, coaching and mentoring can be beneficial throughout the participants’ careers (Groves, 2007). In their benchmark survey of 4,500

leaders, Bernthal and Wellins (2006) reported that 91 percent of leaders found the coaching or mentoring experience to provide a moderate to great benefit for their careers.

Coaching is a formal, practical, and goal-focused relationship established for the purpose of coaching the participant through the leadership development process (Leskiw & Singh, 2007). Coaches can provide a developing leader with specialized attention that allows for individualized diagnosis of needs, feedback, and development planning (Bernthal & Wellins, 2006). This relationship is an integral part of the follow-up process and can be used to support complex behavioral change (Pepe, 2007). In addition, coaching can increase accountability and support for the leadership participants.

Mentoring is a long-term relationship between the mentor and developing leader. This relationship can be developed early on in a developing leader's career. The mentoring relationship is established to offer guidance in all aspects of a developing leader's career, in addition to providing support during the leadership development process. Interactions with a mentor can assist the developing leader in acquiring organizational knowledge, learning best practices, and obtaining information in a less formal setting. Other benefits of mentoring include the enhancement of skills and personal learning, the building of loyalty and commitment, socialization and networking, and improved succession planning (Desmartsis & Miller, 2007; Groves, 2007). Additionally, Groves (2007) urges that the mentoring relationship can be beneficial to the mentor as they achieve a sense of pride and gain an overall sense of contribution to the organization through mentoring, too.

#### *2.3.5 Job Assignments and Action Learning*

A common concern among leadership development experts is the ineffectiveness of classroom training. The concern lies in the transfer of learning challenge and in its inability

to develop leaders in a way that allows them to actually stimulate organizational change (Day, 2001; Schaffer, 2004). Hernez-Broome and Hughes (2004, p. 25) acknowledge that leadership development experiences have the “greatest impact when linked to on-going work and experiences.” With this in mind, leadership development programs should provide a variety of developmental experiences in addition to classroom training to facilitate the transfer of learning and increase the relevance of the learning material. Techniques for applying learning material to the context of the job are job assignments and action learning.

When executed effectively, job assignments and action learning can improve leadership competencies, increase visibility of potential leaders, and enhance the leaders’ networks (Groves, 2007). Job assignments and action learning should expose the leaders to a variety of functional and product areas. Most often these require the participants to address current business issues. This increases the relevance of the leadership development program and helps the potential leaders to apply their knowledge and skills in a particular context. By challenging the leadership participants to solve a current organizational issue, job assignments and action learning facilitate long-range thinking and help them to build confidence (Conger, 1993). In addition to job assignments and action learning, job rotations can help to expose leaders to different perspectives within the organization (Leskiw & Singh, 2007).

### *2.3.6 Summary of Leadership Development Best Practices*

The best practices presented are most effective when aligned with the organization’s goals and business strategy. The organization must be committed to leadership development and the organizational culture must support that initiative. Senior



leaders must be held accountable for growing future leaders. They should be encouraged to participate in the program through teaching, coaching, and mentoring, in addition to sponsoring action learning exercises.

It is important to link development experiences together to accelerate the transfer of learning and enhance the leadership competencies. The leadership development process should be on-going and follow-up is imperative. This follow-up can include on-going discussion and assessment of needs with a coach or mentor, additional development exercises and action learning assignments, and/or subsequent 360-degree feedback surveys to track the participants' progress in developing their leadership competencies.

## **CHAPTER III: INTRODUCTION TO TOTAL**

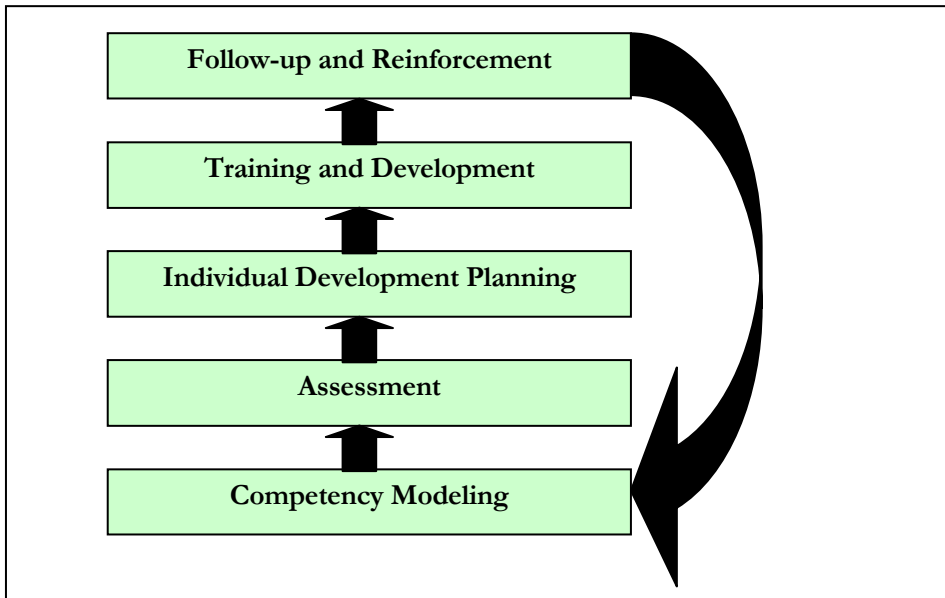
TOTAL is a competency based leadership development program. TOTAL stands for “Training of Today/Tomorrow’s Association Leaders.” The goal of TOTAL is to provide the participants with development opportunities for building and enhancing their foundational competencies necessary for effective leadership. Additional objectives of TOTAL are aiding in succession planning, strengthening development, and increasing productivity and retention. TOTAL will also begin leaders on a life-long path of self improvement and affirm FCV’s commitment to continuous education and development.

The TOTAL program is a new development opportunity piloted in the Spring of 2007. The first 12 participants were nominated by their business line leaders and approved by the senior management team. The intended audience for TOTAL is loan officers with management potential and current team leaders.

### **3.1 Five Part Model**

FCV partnered with Saratoga Resources Group, LLC to develop a learning model aimed at continual growth and learning. The structure for TOTAL is a five part model consisting of: Competency Modeling, Needs Assessment, Individual Development Planning, Training and Development, and Follow-up and Reinforcement. Figure 3.1 illustrates the components of the five part development model.

**Figure 3.1 Five Part Development Model**



Source: Saratoga Resource Group, LLC (2007)

### *3.1.1 Competency Modeling*

In recent years, FCV developed competency models for most job positions and grade levels. The competency models were originally created at FCV as part of the career pathing initiative. The competency models provided an outline of the expectations for each position and grade level at FCV, giving each employee a better understanding of the skills and behaviors necessary to achieve his or her career goals at FCV. Additionally, the competency models were incorporated into the annual performance review process. The competency model for each position identifies the technical and soft skills considered important for successful execution of that job position. The “team leader” competency model is used as the basis for the TOTAL competency model.

Eight competency clusters provide the foundation for identifying the skills important to effective leadership at FCV. The competency clusters are: communication, motivation, critical thinking, leadership, sales, self-management, interpersonal, and

organizational Strategy. Within each competency cluster are specific skills. Table 3.1 outlines the competency clusters for TOTAL. The entire TOTAL competency model, including each competency cluster, skills set, and skill description, is provided in Appendix A.

**Table 3.1 TOTAL Competency Clusters**

| <b>COMPENTENCY CLUSTER</b>     | <b>SKILL</b>                      |
|--------------------------------|-----------------------------------|
| <b>COMMUNICATION</b>           | Speak Effectively                 |
|                                | (Good) Listener                   |
|                                | Prepare Written Communication     |
| <b>MOTIVATION</b>              | Demonstrate Drive/Commitment      |
|                                | Act With Integrity                |
|                                | Adaptable                         |
|                                | Enthusiastic                      |
| <b>CRITICAL THINKING</b>       | Analyze and Solve Problems        |
|                                | Innovate                          |
|                                | Understand Customer Needs         |
| <b>LEADERSHIP</b>              | Demonstrate Leadership            |
|                                | Lead Courageously                 |
|                                | Coach                             |
| <b>SALES</b>                   | Generate Targeted Solutions       |
|                                | Professional Knowledge            |
| <b>SELF-MANAGEMENT</b>         | Plan and Organize/Manage Projects |
|                                | Influence and Negotiate           |
|                                | Develop Oneself                   |
| <b>INTERPERSONAL</b>           | Build Relationships               |
|                                | Work Together                     |
|                                | Manage Disagreements              |
|                                | Team Memberships                  |
| <b>ORGANIZATIONAL STRATEGY</b> | Organizational Understanding      |
|                                | Commitment to Quality             |
|                                | Champion Change                   |

### 3.1.2 Assessment

A needs assessment is conducted on both an individual and group level. The basis for the needs assessment is the 360-degree feedback exercise. During the 360-degree

assessment, the participant's competencies are evaluated by the participant, his or her boss, several peers, and the participant's subordinates (if applicable).

After the assessments are completed, each individual participant receives his or her 360-degree feedback report, which includes the individual's results, as well as benchmarking data for the entire leadership participant group. Each participant is then provided with one-on-one coaching to interpret the results and identify strengths, weaknesses, and areas for improvement. The one-on-one coaching is the first step in creating an individual development plan, which will be discussed in depth in section 3.1.3.

As mentioned previously, the needs assessment is conducted on the individual and group level. The facilitator of the leadership development program uses the group results of the 360-degree assessments to determine common needs among the participants. Group needs are used to plan both internal and external training/development exercises for the entire group.

Another component of the needs assessment is the completion of the Myers-Briggs Type Indicator. The participants complete the Myers-Briggs survey, are provided with the results, and then coached to better understand their strengths, limitations, and other aspects of the personality that effect their interactions and effectiveness. These results are also considered during the creation of each individual's development plan.

### *3.1.3 Individual Development Planning*

Each participant is asked to prepare his or her individual development plan (IDP) to identify the competencies that he or she will focus on developing, and establish a plan and timeline for development. The 360-degree feedback results and Myers-Briggs survey results are important tools used during the individual development planning. In addition,

the participants receive coaching from the program director or HR director. Mentors assigned to each participant at the beginning of the TOTAL program are also resources for developing the IDPs.

The IDP consists of three parts. First, participants identify and prioritize 2 to 3 target competencies. Within each competency, the participant identifies changes to be made, actions to be taken, resources needed, and a target date for completion.

Additionally, as this is a dynamic plan, the participants are given an area in each competency section to record results and plan for additional follow-up.

Participants are encouraged to review their IDPs regularly and discuss their progress with their coach and/or mentor. During a review of the IDP, the participants are asked to consider their progress, identify additional actions or resources needed, and schedule any necessary follow-ups. Ideally, the IDP will act as a guide for the participant as they actively participate in his or her personal learning and development. The IDP can be updated to reflect the participant's strengths, weaknesses, and ongoing development needs.

#### *3.1.4 Training and Development*

Each participant plays an active role in the training and development portion of his or her TOTAL experience. As mentioned in the previous section, each participant creates an IDP based on that individual's needs and competency assessment. Ideally, training and development incorporates a mixture of internal and external training, on the job coaching and mentoring, individual and team assignments, academic programs, selected readings, online resources, and behavioral training. Based on each individual's IDP, his or her

learning experience will include a personalized mixture of the training and development resources.

Internal and external training resources will be provided by FCV based on the needs of the entire group. The focus of TOTAL is to develop each individual and to create a path for individual learning. With this concept in mind, group internal and external training sessions are limited. Currently, the TOTAL participants and their mentors are participating in the Steven Covey “7 Habit of Highly Effective People” development series. The goal of the “7 Habits” training is to learn effective personal planning and prioritizing, time management, and communication skills. The “7 Habits” is being taught in three sessions by an official Steven Covey facilitator.

At this time, participants are also encouraged to identify and take advantage of learning resources that fit their individual needs. For example, participants are encouraged to find self-help literature, local seminars and training opportunities, as well as consider continuing education resources at local community colleges or universities. Additional aspects of the training and development phase are on-the-job coaching, mentoring, learning, and gaining experience.

### *3.1.5 Follow-up and Reinforcement*

The final phase of TOTAL is follow-up and reinforcement of the IDPs. Coaching and mentoring is a large component of this phase of the program. With help from their coaches and mentors, TOTAL participants will assess their progress in regards to their IDPs. An annual assessment is planned at this time, including a follow-up 360-degree feedback survey for each participant.

### *3.1.6 Summary of TOTAL*

In summary, the delivery of TOTAL is designed in a five part model. The components of the five part model are: competency modeling, assessment, individual development planning, training and development, and follow-up and reinforcement. Each component is designed to further the development and learning of each participant through internal and external training resources, coaching, mentoring, and continual assessment of needs and individual progress.

Upcoming chapters offer further analysis of the TOTAL program and recommendations for improvement. Chapter 4 provides an analysis of TOTAL, including the strengths, opportunities, and challenges of the current program structure. Recommendations for improving the effectiveness of TOTAL are provided in Chapter 5.



## CHAPTER IV: AN ANALYSIS OF TOTAL

This analysis of TOTAL identifies specific components of the program as strengths, opportunities, and challenges. The strengths are presented as areas which significantly contribute to the effectiveness of the TOTAL. In contrast, the opportunities and challenges for TOTAL identify areas to be considered for improvement. Table 4.1 provides an outline of the strengths, opportunities, and challenges. The remainder of Chapter 4 discusses each component specifically.

**Table 4.1 TOTAL Strengths, Opportunities, and Challenges**

| Strengths  | Opportunities  |
|--|--|
| <ul style="list-style-type: none"> <li>• Strong and Supportive Learning Culture</li> <li>• Competency Models and 360° Feedback</li> <li>• Coaching and Mentoring</li> <li>• Personalized Development through IDPs</li> </ul> | <ul style="list-style-type: none"> <li>• Job Assignments and/or Action Learning Exercises</li> <li>• Leaders Developing Leaders</li> </ul> |
|  | Challenges   |
|  | <ul style="list-style-type: none"> <li>• Life after TOTAL</li> <li>• Maintaining Current Curriculum</li> </ul>                             |

### 4.1 Strengths

#### 4.1.1 Strong and Supportive Learning Culture

With pending retirements, increased competition in the lending environment and a decreasing supply of talented, experienced management, FCV has focused on developing its internal talent pool. FCV has created a strong environment for learning and personal development. TOTAL is only one component of the training and development initiative.

All FCV employees are encouraged to take part in internal and external training and development opportunities. The opportunities available encompass technical and soft skills training and development. A portion of the training sessions are very technical and focused on specific systems and processes necessary to performing daily job responsibilities. Additional training and development opportunities concentrate on personal development and the improvement of interpersonal skill sets needed for contributing to team effectiveness, including team leading and management.

Training and development is available to all FCV employees, including support team members, individual contributors (i.e. loan officers, project managers, etc.), and management personnel. In regards to technical training, employees complete training throughout the year to learn specific skills and processes. Technical training is mostly offered internally or via the AgFirst Farm Credit Bank. Compliance Training, Microsoft Outlook Training, Credit Training and Microsoft CRM Training are just a few of the internal technical training courses that each employee completes throughout the year. Farm Credit University (FCU) also offers a Launch Pad Orientation Course (Farm Credit University, 2008b). All new employees participate in the Launch Pad Orientation Course to learn about the agricultural lending environment, customer service, and current issues affecting agriculture. This is provided to employees by FCU as a series of online learning modules. The modules consist of lectures, quizzes, and application exercises.

Specifically, loan officers participate in two crucial technical training courses early in their careers. Introduction to Farm Credit Lending is available through the AgFirst Farm Credit Bank. This course is generally conducted in a classroom setting and covers scope and eligibility issues, risk management, and agricultural financial analysis.

Additionally, loan officer trainees are enrolled in another FCU curriculum. The FCU Lifestyle Lender Course is a year-long online program consisting of 10 learning modules covering topics such as customer and industry knowledge, agricultural finance, sales and marketing, and tax return and small loan analysis (Farm Credit University, 2008c). In addition to the online modules and related application exercises, students participate in a face-to-face “half-time” session and a final case study project.

FCU also offers a Commercial Ag Lender Course for loan officers, credit analysts and underwriters who work with full-time agriculture customers and more complex portfolio transactions. The Commercial Ag Lender Course is designed to be a follow-up to the Lifestyle Lender Course and covers more complex loan analysis issues (Farm Credit University, 2008a). Generally, participants in the FCU Commercial Ag Lender Course have 3-5 years of Farm Credit lending experience.

After several years of experience with Farm Credit, loan officers with management potential will be identified to participate in TOTAL. TOTAL is designed to provide the leadership training and interpersonal skills development to create a strong base for future growth, learning, and career development. The TOTAL program is a component of the overall learning and development culture established at FCV.

Another soft skills and leadership development opportunity offered to middle to senior managers is the Farm Credit Services Leadership Development Program. Managers participate in the LDP I and LDP II programs along with Farm Credit managers from across the country. Each of these programs focuses more specifically on advanced interpersonal and management skills development.

While numerous internal training and development opportunities have been discussed, employees are encouraged to seek and identify external resources for their own individual development needs. These external resources could include, but are not limited to, local seminars, continuing education, advanced degree programs. FCV has an employee educational reimbursement program designed to reimburse a portion to all of the employee's educational expenses. Specific information on the education reimbursement program is available to all employees via the FCV Employee Handbook.

In summary, the learning culture established at FCV is one which encourages employees to seek both internal and external training and development opportunities. The culture is supportive of continued learning, recognizing that personal training and development can have a strong impact on individual performance, organizational results, employee retention, and sustained competitive advantage.

#### *4.1.2 Competency Models and Use of 360-degree Feedback*

FCV has developed competency models as part of the career pathing initiative. Competency models have been developed for several FCV positions and outline the skills critical to performing job responsibilities at each level. The initial purpose of the competency models was to provide employees with a resource for identifying their skill needs and aid in career planning. The competency models have been incorporated in performance review practices and more recently used as a component of the TOTAL leadership development program.

The competencies identified for TOTAL participants are a subset of the original loan officer and team leader competency models. The TOTAL Competency Model is provided in Appendix A. The TOTAL Competency Model is used as the basis for the

360-degree feedback exercise conducted at the onset of TOTAL participation. The 360-degree feedback provides the participants with an understanding of their current strengths and areas for improvement. The results are then used to identify development needs and establish the Individual Development Plans. Additionally, a follow-up 360-degree feedback exercise is planned to measure progress and identify additional learning and development needs.

As supported by the research reviewed previously, competency models are an effective guide for personal training and development. The competency models outline the skills that have been identified as important to performing leadership tasks. They are also a good resource for individual development planning.

#### *4.1.3 Coaching and Mentoring*

Coaching and mentoring are a critical component of TOTAL. Each TOTAL participant is provided a mentor as the onset of program participation. A mentor is a strong advocate and guide for the leadership development participant. A mentor provides guidance throughout the program and is a resource for attaining additional learning and experience within the organization. In addition to helping the participant complete TOTAL, a mentor can serve as an important guide throughout the employee's career. A mentor can help the participant better understand the workings of the organization and provide guidance with specific career pathing issues.

One-on-one coaching is provided to each participant throughout the TOTAL program. The coach offers more specific guidance than the mentor in regards to TOTAL activities. Particularly, the coach helps the participant understand his/her 360-degree feedback results and offers assistance in creating the Individual Development Plan.

Both coaching and mentoring benefit the participant by providing guidance, instruction, and support throughout TOTAL. In addition, the coaching and mentoring aspect of TOTAL provides additional accountability on the part of both the participant and the coach/mentor. Another great benefit of coaching and mentoring is the interaction between the potential leaders and existing leaders, which provides visibility for the potential leader, eases the barriers between the potential leaders and management, and allows for observation of the potential leader's strengths, progress, and potential.

#### *4.1.4 Personalized Development through IDPs*

The use of Individual Development Plans (IDPs) allows each TOTAL participant to structure his or her learning and development around his or her specific needs. As opposed to completing a strictly structured leadership development course, the participant is able to identify his or her individual needs and create an IDP that allows them to focus on his or her own strengths and areas for development. While TOTAL offers training opportunities for the entire group, each individual is encouraged to seek external resources that will meet his or her individual learning needs. Basically, the use of IDPs gives the participant the ability to develop a learning solution geared toward his or her individual needs, allowing for more efficient use of the participant's time and the organization's resources.

## **4.2 Opportunities**

### *4.2.1 Job Assignments and/or Action Learning Exercises*

As presented in section 2.3.5, action learning and job assignments can have a positive impact on the transfer of learning. Job assignments and action learning add relevance to learning material and allow participants to practice using their leadership skills

effectively. Currently, action learning exercises and/or job assignments are not incorporated into the TOTAL curriculum.

TOTAL is a potential environment for addressing current organizational issues. Current organizational issues related to risk management, credit analysis, team motivation, and problem solving could be identified as action learning exercises or job assignments. Incorporating these action learning exercises and/or job assignments into the TOTAL curriculum would allow for participants to gain experience, offer solutions to current issues, and receive feedback in a controlled and supervised environment. In addition to providing an opportunity for TOTAL participants to apply their learning and skills, action learning exercises and job assignments could enhance the participants' networks, visibility within the organization, and allow the organization to effectively resolve outstanding organizational issues.

#### *4.2.2 Leaders Developing Leaders*

Involvement of current organizational leaders in the TOTAL program could offer numerous benefits. Currently, senior leaders serve as mentors, while most of the classroom material is provided via human resources or external facilitators. In section 2.3.2, benefits of current organizational leaders taking an active role in delivering training material were presented. Among the benefits of utilizing senior leaders in leadership development program delivery are:

- Decreased expenses for program facilitation
- Reinforcement of the learning culture
- Enhanced visibility of high potential leaders via interaction with senior leaders
- Reinforcement of the organization's vision, values, and strategic objectives

- And, the ability to directly impact the results of TOTAL, which in turn increases accountability and ownership of TOTAL among the senior organizational leaders.

There are several options for incorporating the “leaders developing leaders” concept into the TOTAL program. Options for leader participation include active selection of TOTAL participants by senior leaders and senior leaders serving as facilitators or teachers of the curriculum. In addition to their current mentoring roles, senior leaders could also serve as executive sponsors for action learning exercises and job assignments.

### **4.3 Challenges**

#### *4.3.1 Life after TOTAL*

The particular challenge presented is continuing the participants’ growth and learning after the completion of TOTAL. While FCV hopes and expects that TOTAL participants will continue to apply their learning and skills to job tasks and continue to gain valuable on-the-job experience, it will be important to continue to offer support and encouragement for continued learning and the enhancement of their skill sets. Some questions to consider are:

- How will career pathing be incorporated into post-TOTAL to ensure that high potential leaders are given opportunities to increase their roles and responsibilities within the organization?
- Will coaches and mentors assume additional accountability for the participants’ continued growth and success?
- What additional training and development opportunities are available for high potential leaders within the organization? And, when will each high potential leader participate in those training and development programs?



- Will additional follow-up and/or 360-degree feedback exercises be incorporated into the post-TOTAL plan for each participant? And, what will be the timing of such follow-up activities?

#### *4.3.2 Maintaining Current Curriculum*

For the TOTAL program to be effective in developing leaders for the future, the TOTAL curriculum will need to remain current and up-to-date on the current competitive environment and challenges facing the organization and its leaders. As FCV continues to strive to achieve a competitive advantage in the lending marketplace, the leadership of the organization must be able to respond to these changes and identify new challenges. To maintain a competitive advantage, it will not be enough to train leaders to be exactly like the leaders in the organization today.

As the competitive and workplace environments change, so must the organization's leaders be flexible and responsive to the needs of the organization and its employees. In his research, Jay Conger identified that "teaching yesterday's leadership skills to future leaders will put them at even more of a disadvantage" (Conger, 1993, p. 46). FCV must be able to identify the skills needed for future leaders, understand how the workplace and competitive environments are changing, and incorporate these changes into the TOTAL curriculum so that potential leaders will be equipped to lead the organization in the future.

#### **4.4 Summary of the TOTAL Analysis**

In summary, TOTAL has several strengths that enhance the overall effectiveness of the program and are a good starting point for developing future leaders. FCV has developed a strong learning culture by encouraging every employee to develop his or her skills and continue his or her learning. FCV offers numerous opportunities training and

development, both internal and external. The competency models and 360-degree feedback provide the participants with insight into their strengths and weaknesses and direction for planning their development and learning. IDPs allow for each participant to structure his or her learning and development experience around his or her own strengths and needs for improvement and development. In addition, the IDPs offer a format for planning and tracking individual progress. Coaching and mentoring provide high potential leaders with the support and guidance for their continued development, learning, and success at FCV.

The opportunities and challenges presented include job assignments and action learning, leaders developing leaders, life after TOTAL, and maintaining a current leadership curriculum. Chapter 5 offers recommendations for each. Additionally, Chapter 5 focuses on recommendations for improving the overall effectiveness of TOTAL and strengthening the curriculum to enhance the development of potential organizational leaders.

## CHAPTER V: RECOMMENDATIONS AND CONCLUSION

### 5.1 Recommendations

After an extensive review of the leadership development best practices and an analysis of the current TOTAL leadership development program, the following recommendations are offered for improving the effectiveness of TOTAL. These recommendations are offered with the goal of increasing the effectiveness of TOTAL. By making an investment in future leaders, FCV will have the capability to increase recruitment and retention of talented and effective leaders. Future leaders will be a key component in maintaining FCV's competitive advantage and its position as "Rural America's Lender of Choice."

#### *Recommendation #1: Further Develop the Strengths of TOTAL*

FCV should maintain a strong and supportive learning culture within the organization. The TOTAL curriculum should continue to include competency models and 360-degree feedback exercises and the use of the coaching and mentoring functions. Particularly, FCV should revisit the TOTAL competency model to consider the possibility of adding new competency that are relevant to leaders today and will be necessary in the future. For example, competencies related to work/life challenges and diversity could be relevant in today's business environment.

FCV should also continue the incorporation of personalized IDPs into the TOTAL curriculum. IDPs allow each participant to construct his or her own learning solution based on the participant's individual needs. Therefore, participants can focus on their target competencies and make the most efficient use of their time and organization's resources.

*Recommendation #2: Incorporate Job Assignments and/or Action Learning Exercises*

FCV should identify current organizational issues that could be investigated and potentially solved by TOTAL participants. Organizational issues to consider include areas for increasing profits or decreasing costs, risk analysis or credit issues, and the implementation of specific FCV projects. TOTAL participants should be engaged in developing and presenting potential solutions to these issues for consideration by senior management.

Additionally, job assignments or action learning exercises are not limited to internal opportunities. FCV should explore the possibility of external action learning exercises. This could include corporate volunteerism or a job exchange with other Farm Credit associations. External action learning should allow a developing leader to apply his or her skills in a different business setting. The benefits could include broadening the participants' business knowledge and perspectives.

*Recommendation #3: Increase Participation of Senior Managers*

Current leaders are great resources for teaching organization specific learning modules. Additional options for increasing the involvement of senior managers include active selection of TOTAL candidates, sponsorship of action learning exercises or job assignments, and increasing their responsibilities in regards to follow-up activities.

*Recommendation #4: Develop a Plan for Life after TOTAL*

FCV should consider increasing the career pathing function to ensure participants have opportunities for increasing their roles and responsibilities within the organization. In addition, opportunities for continued training and development should be offered to

participants in a timely manner so that they can continue to hone their leadership skills and knowledge.

*Recommendation #5: Maintain a Current Curriculum*

TOTAL facilitators should remain current in their knowledge of training and development techniques and the requirements of leaders to ensure that TOTAL continues to effectively develop future leaders. Additional considerations for maintaining a current leadership development curriculum include keeping abreast with the changing competitive and workplace environments and focusing on developing leaders who are flexible and responsive to the changing needs of the organization and the FCV customer.

**5.2 Future Considerations for TOTAL**

The current audience of the TOTAL leadership development program is loan officers with leadership potential and current team leaders. Future considerations should be made for expanding the TOTAL program to include all potential leaders, regardless of their current role in the organization. Competency models have been developed for most FCV positions and should be used to identify the development needs of potential leaders throughout the organization. A TOTAL curriculum should be developed for each specific competency model and tailored to meet the various leadership needs across all sectors of the organization.

In addition, a feedback mechanism is recommended to allow current TOTAL participants to provide their own critiques of the leadership development program. TOTAL participants should help effectively identify additional strengths, opportunities, and challenges to be considered for future enhancements of the program. The feedback should

be very valuable in further enhancing the TOTAL curriculum to meet the needs of future leaders.

### **5.3 Conclusion**

In conclusion, the TOTAL program has effectively incorporated several of the leadership development best practices. Further consideration of the recommendations for improvement is encouraged. TOTAL is a strong foundation for developing future FCV leaders. Enhancing the TOTAL curriculum should help to maximize the effectiveness of the program and ensure the development of a solid leadership pipeline, ease the transition between current and future leaders, and enhance the succession planning function at FCV.

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## APPENDIX A: TOTAL COMPETENCY MODEL

| <i><b>COMPENTENCY<br/>CLUSTER</b></i> | <i><b>SKILL</b></i>  | <i><b>Description of Specific Skill<br/>Requirements</b></i>  |
|---------------------------------------|--|---|
| COMMUNICATION                         | Speak Effectively  | Speak effectively to a group, by “connecting” with them, and using style appropriate to audience.                     |
|                                       |  | Convince others and win support in adverse situations.  |
|                                       | (Good) Listener  | Listen openly and non-judgmentally.   |
|                                       |  | Sense or questions the presence of underlying emotions.   |
|                                       | Prepare Written Communication                                    | Prepare reports and other written information thoroughly and completely.  |
| MOTIVATION                            | Demonstrate Drive/Commitment                                     | Set high personal standards of performance.   |
|                                       |  | Willingly seek new work challenges beyond own responsibilities, and initiate activities without being asked to do so. |
|                                       | Act With Integrity   | Live up to commitments.   |
|                                       |  | Have the confidence and trust of others.  |
|                                       |  | Make ethical decisions, representing information accurately and honestly.   |
|                                       | Adaptable  | Shift among competing tasks and meet deadlines.   |
|                                       |  | Respond resourcefully to new demands and challenges.  |
| CRITICAL THINKING                     | Enthusiastic   | Maintain a positive attitude toward challenges.   |
|                                       | Analyze and Solve Problems                                       | Make sound business decisions based on adequate information and apply accurate logic.                                 |
|                                       |  | Cut through complexities to identify critical issues, and seek sufficient information.                                |
|                                       | Innovate   | Question the way it has always been done. (Ask Why)   |
|                                       | Understand Customer Needs  | Identify customer needs as well as expectations.  |
|                                       | Develop effective working relationships with external customers. |   |
| LEADERSHIP                            | Demonstrate Leadership   | Raise difficult issues in a productive manner, and be part of the solution.   |

|                 |                                   |   |
|-----------------|-----------------------------------|---|
|                 |                                   | Are sought as a resource person in area of expertise  |
|                 |                                   | Convey confidence in other's ability and desire to do their best.                             |
|                 | Lead Courageously                 | Promote teamwork within the group, discourage "we vs. they" thinking.                         |
|                 | Coach                             | Let others know when they are doing well.   |
|                 |                                   | Help others to achieve beyond their expectations.   |
|                 |                                   | Willingly share expertise and experience with others.   |
| SALES           | Generate Targeted Solutions       | Fully understand customer needs before suggesting solutions.                                  |
|                 |                                   | Demonstrate a range of proven sales techniques.   |
|                 | Professional Knowledge            | Understand day-to-day operations of the Association.  |
|                 |                                   | Basic knowledge of their lending environment.   |
| SELF-MANAGEMENT | Plan and Organize/Manage Projects | Identify and involve appropriate people in projects.  |
|                 |                                   | Take preventive measures to avoid crisis management.  |
|                 |                                   | Utilize good time management skills.  |
|                 |                                   | Adjust plans to respond to changing business priorities.                                      |
|                 | Influence and Negotiate           | Strive for win/win negotiations.  |
|                 | Develop Oneself                   | Pursue continuous learning and skill development.   |
|                 |                                   | Develop skills required to be a mentor to develop organizational skill base.                  |
| INTERPERSONAL   | Build Relationships               | Build and maintain relationships and contacts inside and outside of Farm Credit (networking). |
|                 | Work Together                     | Give credit where credit is due.  |
|                 |                                   | Collaborate as a team player, never undermining others for own gain.                          |
|                 | Manage Disagreements              | Express disagreements tactfully and sensitively.  |
|                 |                                   | Facilitate the discussion and resolution of different views.                                  |
|                 | Team Memberships                  | Show commitment to team objectives.   |
|                 |                                   | Willing to put team goals ahead of personal goals.  |

|                            |                                 |   |
|----------------------------|---------------------------------|---|
| ORGANIZATIONAL<br>STRATEGY | Organizational<br>Understanding | Understand FCV organizational roles.                          |
|                            |                                 | Know which battles are worth fighting.                        |
|                            | Commitment to<br>Quality        | Provide excellent customer service.                           |
|                            | Champion Change                 | View change in a positive manner.                             |
|                            |                                 | Encourage new ideas.  |
|                            |                                 | Assist and support when change occurs.                        |
|                            |                                 | Anticipate and deal effectively with<br>resistance to change. |