January 2016

Developing Whole Leaders for the Whole World

Robert McKenna
Seattle Pacific University, rmckenna@spu.edu

Kira K. Wenzel
Seattle Pacific University, wenzelk@spu.edu

Follow this and additional works at: https://scholar.valpo.edu/jvbl

Part of the Business Commons

Robert B. McKenna

Kira K. Wenzel

Developing Whole Leaders for the Whole World

Abstract

How do we holistically develop leaders with the capacity and character to tackle the most pressing moral challenges in our modern world? While it may be easier to focus on one thing such as strengths, experiences, or mentors, the reality is that developing a leader's capacity to lead well includes many interrelated components. Based on our experience and research, the six components of the Holistic Leadership Development Model (HLDM) are presented, along with strategies for creating rich conversations that connect the components in a meaningful way for leaders. The six areas are (1) experiences and learning; (2) strategic networking; (3) developing others; (4) integrated fulfillment; (5) leading under pressure; and (6) calling and purpose. While we are not suggesting that these are the only areas to consider when developing leaders, focusing on these six creates conversations and development plans for leaders that they perceive as capturing the reality of the challenges they face in developing their leadership capacity. Guides for evaluating one's own leadership development and for having rich development conversations are included.

Introduction

Developing Whole Leaders for the Whole World

What does leadership have to do with the most pressing moral imperatives in our world today? Every complex challenge we face as human beings requires leaders who are

willing to go first and enter into the difficult dialogues that are necessary to generate a better and more sustainable future for so many. The challenges are replete: poverty, famine, political corruption, sexism, radicalism, racism, classism, slavery, religious freedom, and certainly climate change would all make the list of polarizing topics that require leaders who are willing to proceed with conviction while being willing to admit they don't have all the answers. Without strong and thoughtful leaders, these issues divide us, or cause us to focus our attention on activism without thoughtfulness about who will go first to listen and lead well. Whether we are talking about global issues or local organizations, developing leaders with the character and competence to lead in this complex world requires a radical rethinking of what it means to intentionally prepare this generation of leaders. If history tells us anything about leadership, it is clear that someone will step up and lead. But in the face of increasing desperation and pressure, we will likely witness persons in positions of authority who may do more harm than good. Injecting intentionality around those who we prepare to lead, and in how we prepare them, could make all the difference in and for our world.

The Whole Leader

Leadership in our modern world is challenging. Leaders are on constant display, scrutinized publicly, and render decisions that have a lasting impact well beyond the boundaries of their direct leadership. While the challenges for leaders have changed, one thing has remained. Leaders are people who have made a choice to assume risk and pioneer change; they have taken on the responsibility of paying attention to matters that non-leaders can ignore. Ideally, we would have unlimited resources to support leaders: well-stocked coffers to hire support staff and purchase the latest tools and systems, past experiences to help them navigate into the unknown, and replacements to keep moving without altering course. The reality is that we can't prepare our leaders for every contingency, but we can provide them with a foundation of skills, awareness, and planning that will help them in the journey ahead. Two things are certain: if we were charged with preparing individuals to navigate global challenges, we must prepare them both adequately and competently. Simply focusing on abilities alone would not only be imprudent, but could be reckless.

Decades of research and practice concerning developing leaders has taught us much about the different pieces of the leadership development puzzle. Our experiences suggest that those pieces are not only important, but interdependent. In 2010, we launched a leadership development process that was premised on the assumption that preparing a leader requires the combination of certain motivational factors, experiences, networks, personality, and strengths. Each component builds upon the other and creates an authentic accounting of what it means to be a leader − more than any one piece could convey. Our experience with over 4,400 leaders from 18 different organizations − including Fortune 100 companies, not-for-profit organizations, faith-based institutions, and universities − suggests that in order to prepare leaders for the reality of the journey, leaders need the opportunity to intentionally reflect on many things. Conversations that foster connections between who they are, what they are doing, and where they are going are not only necessary for them to learn how to lead, but can make the difference between allowing them to become unfocused and adrift or encouraging them to lead with a sense of direction and purpose.

Seeing a Leader

Seeing and developing a leader with the capacity to lead well into our complex world requires a willingness to open up developmental conversations that allow them to get real, to express both conviction and doubt, and to transparently examine their experiences, learning, strengths and weaknesses, and the purpose and motivations behind their actions. As we have engaged in intentionally developing an individual's leadership capacity in a holistic way, we have seen that certain leadership questions create transformational conversations for the leader. Through our observation and study of the journey of leaders, we have developed a holistic leadership development model that is characterized by the fundamental assumption that the various components of a leader's developmental process are only fully understood in reference to their life experiences. As one leader commented, "It's difficult to identify my strategic network of support and feedback because I haven't spent the time necessary to clarify my purpose. Others have a difficult time investing in me if they don't know where I want to go next." When leaders are given the opportunity to reflect on their past, present, and future development, a common set of questions emerge that are inevitably interdependent. They are interdependent because of the conversations that surround them; the answers they generate cannot be separated.

Without a holistic perspective we risk creating conversations that are irrelevant to the real questions leaders are asking. A holistic approach increases the complexity of the process required to develop a leader, yet this process is more relevant to the experience of the person. Developing a leader requires cultivating the capacity to lead. If we fail to connect purpose with identity, or intellect with goals, we create an incomplete developmental process and possibly render the leader apathetic and disconnected. When combined, these separate but related components capture the complexity and reality of what it means to be a developing leader.

The Holistic Leadership Development Model

The Holistic Leadership Development Model (HLDM) is divided into six interdependent components and is based on three foundational principles. The first is that leadership development does not occur in a vacuum. Leaders develop through interactions with people and their surrounding environment. Leaders are naturally looking for ways to learn from these experiences and people, and to leverage that learning in the future. Secondly, the development of a leader is a non-linear process. Linearity would suggest that the development of a leader occurs in a prescribed and predictable pattern. To the contrary, the components of a leader's development can occur simultaneously and be repetitive while not necessarily being random; the lessons to be learned and the experiences gained teaching those lessons are not always expected. Finally, leadership development is comprised of a variety of interdependent factors that are mutually impactful. The six factors in the HLDM are listed below in Figure 1. While this does not imply that other critical components in a leader's development do not exist, we have found that these six to be the most critical.

Figure 1. *Holistic Leadership Development Model (HLDM)*

The HLDM Framework

Purpose

The underlying purpose of the HLDM is to provide a leader with the tools necessary to support developmental conversations connecting the separate, but interrelated, components of experience and learning. Just as scaffolding enveloping a building provides access to otherwise unreachable areas, development tools create conversations that might be otherwise difficult to start in the context of work. Our approach to holistic leadership development focuses on growth through the building of self-awareness, applying that awareness to common leadership challenges, and encouraging leaders to commit to doing certain things differently. The structure of our method is based on six leadership development tools that highlight the key components of what it means to be a leader— and to lead well. We then provide a process for discussing these developmental assessments through feedback utilized in reflection and conversations that serve as catalysts for additional understanding and development.

Process

The following is a description of the categories of development conversations we encourage leaders to engage in that would support their holistic development. Each description is followed by a core question and descriptions of low, medium, and high levels of intentionality. Very few leaders will rate high in all six categories and their developmental challenges can change over time. For that reason, the following ratings are meant to encourage leaders to consider how they might be more intentional. In each case, leaders who rate high in each category of preparation are those who not only can identify people, experiences, or purposes, but have documented these events and encounters and have shared them with others. Our experience guiding hundreds of leaders through this process is that they will begin to create conversational linkages on

their own. Our task as coaches and leadership development facilitators is to provide the structure for these conversations as well as stress the need for ongoing reflection and action.

Table 1. *Six Descriptions of HLDM*

Category	Conversation
Experiences and Learning	The experiences a leader has had in the past or wants to have in the future, and the lessons learned from such experiences.
Strategic Network	A purposeful documentation of the support, feedback, career, and mentoring network that a leader possesses.
Developing Others	The intentional process of investing in the growth and development of others. This is the only strategy that is focused on someone other than the leaders themselves.
Integrated Fulfillment	The process of a leader identifying his or her specific, overarching purpose in the major domains of life and work. Several common examples include work, finances, family, health, and faith.
Leading Under Pressure	Self-awareness of how a leader appears in situations where something significant is at stake. This often includes high pressure situations that involve conflict with others or internal struggles to maintain composure when risk is elevated.
Calling and Purpose	The extent to which a leader has identified the purpose for which s/he has been interjected into a situation (i.e., to specifically lead or otherwise) and is a respondent to a transcendent summons beyond personal life or work.

Experiences and Learning

We know that most of a leader's development happens through experience and relationships, and through moments that push them to the edge of their comfort zone. However, many leaders have never had the opportunity to audit their past experiences, lessons learned, and methods of learning – all of which impacted their growth and development. While aspiring employees are routinely asked about the numbers of years of experience they have had in order to satisfy the requirements for a certain position of employment, the significance and meaning of those years is rarely if ever included. When individuals are asked to relate their past experiences, the primary objective is to discern if what they have learned will benefit their current or future leadership roles. From the perspective of the developing leader, it is obligatory to identify and understand the experiences a leader would like to have next. While our most common method for documenting a leader's experience is derived from his/her résumés, what we are most interested in is the experiential story outlining the depth and breadth of their experiences.

Example: A mid-level manager is in a career transition looking for a job that will move her from the manufacturing industry to a position in telecommunications. In her first interview, she is asked to describe her relevant past experience in relation to the new role. She now has the choice to provide her former job titles and HR descriptions, or to describe experiences she had in past positions that were the deeper catalysts in her development. Those experiences included things like owning a project from scratch,

dealing with problem employees, and managing without formal authority. The story of her experiences, the lessons she learned, and how those lessons will impact her motivation and performance is the more impactful story she chooses to tell.

> ➢ *Core Question: What specific experiences in your past have had the greatest impact on the leader you are today, what did they teach you, and what do you want to experience next?*
>
> **Low:** You have limited awareness of the high impact experiences of the past and no connections to lessons that could be applied today.
>
> **Medium:** You can speak of your past experiences and learning, but mainly in vague terms and without the specific knowledge that you could apply to a specific case today.
>
> **High:** You can easily identify at least three experiences that are formally documented and can explain lessons learned and/or competencies developed in you.

Strategic Networking

When we talk with leaders about developing their strategic network, we often hear that this task feels selfish or awkward and sometimes is met with resistance. People often think of this as a painstaking task of working a room and being that person bothering strangers with a stack of business cards and 30-second elevator pitches. To the contrary, your strategic network is a group of people who support you, provide you feedback, open up opportunities and insight, and know your purpose. When considered this way, the purpose and meaning for a leader's network changes. The key word in this strategy is that it is strategic. It is not just a random list of people in the leader's life. They are people who are included in the strategic network because they serve a particular purpose. A leader's network of relationships will help him or her prepare for the journey, elicit critical feedback, and provide the necessary emotional support to undertake the necessary risks inherent in leading. Understanding where you need to grow your strategic network and why it exists can make the difference between succeeding and failing. Intentionally positioning the right people around you could make the difference in sustaining your capacity to lead and to lead well.

Example: Two colleagues are approaching a meeting where they have the opportunity to pitch a new system for tracking volunteer participation in a global leadership initiative. The stakes are high for this presentation because future funding for the organization may hinge on the effectiveness of the system. Both have served in this organization for five years, but only one of them has taken the time to identify the specific names of people who provide critical feedback, unwavering support, and connections to future job opportunities. Of these two individuals, who is likely to go into the presentation with more confidence, clarity, and courage?

> ➢ *Core Question: Do you have a network of people in place who will support you each time you take a calculated risk and who are able to create opportunities for you and provide you with corrective feedback?*

Low: You do not have a documented list of names of people who support you, mentor you, provide feedback, and help you develop as a leader.

Medium: You acknowledge having a network of support, but lack documentation.

High: You maintain a list of names of people in your strategic network, connect with each of them regularly, and revisit this list annually.

Investments in Others

Leaders develop leaders – a simplistic concept with a daunting responsibility. A leader's agenda is full, and taking the time to invest in the learning and growth of others oftentimes requires sacrifice. Few would deny, however, that we are surrounded by people who expect us to make the same investment in them the way that we would want others to make in ourselves. While a strategic network is in place to help one lead courageously and thoughtfully, part of that network includes people requiring attention themselves. The good news is that we have already identified the key components of what it means to develop leaders in a holistic way; we need only apply those principles to that short list of others around us.

Example: A retired leader who spent her career as a first-level manager within a high tech firm in India is walking her dog in downtown Chicago, Illinois. While waiting at a street corner, she is recognized by a middle-aged man she had managed 20 years prior at the beginning of his career. To her surprise, he recalls a series of conversations she had with him regarding his skills, character strengths, developmental goals, and blind spots. Specifically, he thanks her for her candor in those conversations, and for sacrificing her time to see him for the leader he would become. As they part, she is thankful for the reminder that even though she doesn't recall the details of those conversations, her investment in him made a difference.

> ➤ *__Core Question: Beyond family and friends, who are the people in whom you are investing and what are you doing to encourage their learning and development?__*

Low: You have not documented a short list of five to seven people in whom you are investing, and you have not had a developmental conversation with these people.

Medium: You have identified those on your short list of investments, but you have not had developmental conversations with these people within the past six months.

High: You have a documented list of at least seven people in whom you are investing (co-workers, peers, managers, direct reports), and you have had a conversation with them in the past six months regarding their own growth and development.

Integrated Fulfillment

Goals and objectives are only important in reference to an overarching purpose for which they are established. Without denoting a specific purpose, the outcomes become

the central focus while intentionality and direction suffer. And, if they suffer, we not only lose our ability to prioritize what is important, but also risk apathy and disconnection with our followers. In essence, *why* we are trying to get something done is just as important as *what* we are doing. Being intentional about why we set goals requires us to think deeply about our purpose before we take action. Leaders face tremendous pressure to get things done, sometimes at the expense of the questions that will not only clarify the direction for the leader, but also for those who they lead. Without this intentionality and calculated deliberation, leaders may lack the necessary parameters to thwart becoming overwhelmed by work stressors; they may further lack the guidance to discern when to accept or reject an offer or a suggestion.

Example: Joe is a husband and father of two boys. While his family is the most important thing in his world, he is spending less and less time with them because of the demands of his job. His mentor asks him a challenging question: *If you felt like you were meeting your expectations for your family and work, what would be different*? The answer comes to him quickly. He would be more present with his family, and in order to do that, he will stop saying yes to every request misaligned with his purpose and expectations at work. He realizes that taking more thoughtful action will not only allow him to be more present at home, but more effective at work.

> ➢ ***Core Question: Are you able to acknowledge the purposes defining your actions in the key areas of your life, and is there alignment between these actions and purposes? (Examples of key areas might include work, family, finances, and health).***

Low: You have not identified the overarching purpose of your work and other key areas of your life, and therefore, you are not taking specific action to fulfill those purposes.

Medium: You have undertaken some actions that align responsibility and purpose, but you have neither identified the primary reason for your own existence nor the actions needed to set higher goals.

High: You are readily able to identify your purpose in the key areas of your life and provide examples of specific actions you are taking to fulfill your purpose in each area.

Leading Under Pressure

If you could function better and develop more fully under pressure, how would you be different and what impact would it have on people around you? Consider times when you have been in a position of leadership and expectations were significant, chaos was evident, and conflict was present. How did you perform in this type of situation? We all handle pressures differently, but it seems that under such conditions, we tend to either focus on ourselves and what we want above the needs of others, or we are so focused on what others want and feel that we lose ourselves in the process. In both of these extremes, a leader lacks the information and balance required to lead well. The best leaders are able to analyze a situation, channel their reactions accordingly, and understand their personal needs while weighing the impact on others. A leader's understanding and awareness of the tendency to placate others or attain a particular

objective at all costs in high-pressured situations are critical components in their development. Pressure is a daily reality for leaders and requires a different level of composure and awareness.

Example: A fundraising director, working for a global NGO focused on planting trees in regions where deforestation has threatened the sustainability of communities and climates, is asked to speak to a group of potential donors. While his plan was to talk about climate change and deforestation, thirty minutes before his presentation he realizes that much of his audience will be more engaged if the topic also includes a discussion of the impact on the people in the room. In that moment, he knows his challenge will be to maintain his conviction regarding climate change and the environment in the threatened region, while maintaining an openness to the opinions of those with whom he may not fully agree.

> ➤ ***Core Question**: **How do you present yourself as a leader during times of intense pressure and what should you change to better handle conflict, stress, and anxiety while involved in these situations?***

Low: You are not aware of your actions or feelings in high-pressure situations and are unable to identify those things that could be done differently.

Medium: You are aware that you do certain things under pressure that are not helpful to you or to others, but you are unable to correct your actions.

High: You are aware of both your good and bad habits exhibited under pressure and how they impact others, and you have identified specific actions that will help you be the leader you would like to be and that others need you to be.

Calling and Purpose

For many leaders, calling and purpose are not abstract ideas that are detached from their daily lives, but serve as the fundamental answers to such life-altering questions as: Who am I? What am I good at doing? What are my limitations? When might I be called upon to serve knowing both my strengths and weaknesses? A "calling" has often been described as a transcendent summons on our lives to serve those who have been marginalized. While having some similarities with a calling, purpose is more about our unique design as leaders. For example, while a sail may be designed for the purpose of trapping wind, it might only be used to do just that, or to rather serve as a shield to protect us from wind and rain if needed. For leaders, openness to listening to that call that transcends self while also understanding their own unique design, strengths, personality, and convictions is a key part of their leadership. Calling and purpose are not necessarily about certainty, but invoke a willingness to serve wherever and whenever we are needed, using the gifts we have. That openness to other callings in our lives may include considering actions that may test the limits of our competencies or strengths, but nonetheless, should be heeded. The greatest challenge for leaders when considering calling and purpose is how closely these concepts are tied to their own individual identities, and therefore, success or failure can be perceived as a personal victory or defeat. What is needed is for these leaders to have the courage to challenge that entire assumption. Nevertheless, the consideration and documentation

of calling and purpose can have a transformational impact on so many other variables in our lives and in the lives of others.

Example: A young leader is asked to take on a leadership role based in Seattle, Washington. This leader has always felt a draw to work in Southeast Asia and specifically with populations of people who are in the greatest need. Her dilemma is to either do what she has always wanted to do and go to Asia, or to respond to a call to work in an organization that serves a similar population of people, but from her home base in the United States. She feels a sense that she is being called to serve in the role in Seattle even though it will delay or even derail her personal desire to go to Southeast Asia.

➢ *Core Question: Why are you here, what are you really good at doing, what do you want, and who are you called to serve as a leader?*

Low: You have not considered who you are called to serve as a leader and you are not sure how your purpose is connected to that calling.

Medium: You are either aware of who you are called to serve around you or of what you want next, but not both. You may be able to articulate something about your calling and your purpose, but your description is not very specific.

High: You have a very good idea of the needs of others that you are called to serve, and you have considered how your strengths, purpose, and limitations might fit with that calling or the ways they may be challenged as a result of responding to that calling.

Facing the Tensions in Holistic Leader Development
Preparing a generation of leaders who will lead with conviction and care requires us to rethink how we have been developing them in the past. The assumption that the right leader will emerge to tackle our global and local challenges is naïve and could be outright dangerous. Similarly, if we choose leaders without developing them holistically, the assumption that skill and competence in business or political behavior will be sufficient is similarly precarious. What we have proposed is a holistic process for developing a whole leader – a leader who is aware of his or her strengths and limitations, surrounded by those who will provide support and feedback. These individuals are driven by a calling to transform workplaces and our world into better places. While it may make perfect sense to connect that leader's strengths, calling and purpose, experiences, and networks as we seek to develop them, tensions inevitably emerge when we allow leaders to make these connections themselves.

First, holistic leadership development requires us to walk a fine line between a leader's work purpose and his or her existence. While some leaders will naturally integrate the two when asked to think about their development in a more holistic way, many are fearful of a conversation that evokes deeper thought than merely a discussion about work performance. However, in order to truly understand how all of the contexts of a leader's life interact and impact his or her ability to lead, a holistic model is necessary. For that reason, training leaders to develop a greater sense of discernment and understanding is absolutely critical to the success of this process. To accomplish this,

we suggest that leaders must strengthen their business and organizational savvy while simultaneously enhancing and expanding what we describe as "the heart of a therapist." The skillsets of each are required to take leadership development conversations from something prompted to conversations that are real and meaningful.

Second, holistic leadership development requires us to allow leaders to make the connections themselves without coercion. For that reason, the skills of contemplation, reflection, patience, and active reflection become critically important. While the process we are suggesting may seem complex as it is multi-faceted, it is only complex when we force it to be that way. Leaders are making connections regarding their relationships, daily work, and their purpose, but they oftentimes haven't been provided with an intentional way to connect them. When they have a chance to audit the different components of their development, to reflect on them over time, and to talk with a coach, manager, or trusted other, the connections will emerge without much effort.

Ultimately, leadership development happens in relationships, conversations, and through mentoring. Holistic leadership development is inherently relational. However, in business contexts, relational development often connotes weakness and lacks value. When we avoid the relational reality of support networks, friendships, and mutual investments made between leaders, we turn the six categories we have suggested into mechanical tools with defined boundaries. The challenges facing our world require radical and courageous thinking that transcends traditional boundaries. That same kind of radical thinking is required to develop the thoughtful and courageous leaders who will lead in the future. This begins with encouraging leaders to have transparent, honest, and holistic conversations about where they are going and why. While the challenges leaders face are complex, the leadership development conversations could not be simpler. They start with one conversation at a time, with those invested in helping the leaders see themselves, identify the issues, and become aware of opportunities to learn and grow. Leadership development happens because someone sufficiently cares to invest in another and has initiated the challenging and deeply valuable conversations that connect who we are, what we do, and why we lead. Integrating those stories develops our courage and conviction to create change and transforms us into the leaders that others need us to be.

Selected Bibliography

The following references may be used to conduct further research into each of the specific dimensions of the Holistic Leader Development Model. While these developmental components may not always be integrated in the literature, the following authors provide a broader framework for what we currently know about how a leader develops and grows both in the workplace and in personal in relationships.

To understand experience and learning as it applies to development discussed in this article, review McCauley, Ruderman, Ohlott, and Morrow (1994) to understand how stretch assignments, or challenging experiences, are essential to a leader's developmental process because they allow for an individual to gain insights, enhance strengths, and develop skills (McCall, 2010). Specifically, on-the-job experiences contribute more to the development of senior managers (McCall, Lombardo, & Morrison, 1988) compared to traditional classroom training.

The purpose of networking in regard to increasing diverse connections with a focus on the confluence of connections and the extent to which those connections extend in society can be found in Ibarra (1993) and Wolff and Moser (2009). Day (2000) covers how networking is beneficial to personal and professional development − internal and external to the organization.

To further explore the importance of understanding calling and purpose, Dik, Duffy, and Elridge (2009) discuss how individuals have a deeper sense of meaning in their work when they understand their calling. Similarly, Duffy and Sedlacek (2007) suggest that people who reported having a calling were more comfortable making career decisions and choices. Other benefits may include objective and psychological success, such as external recognition and rewards, increased confidence, and even a change in identity (Hall & Chandler, 2005). Working with individuals to understand how they personally understand their calling and purpose can be explored in McKenna and Haney (2011) where they found people perceived their calling and purpose in varying ways − external, internal, and/or transcendent.

It is essential that current leaders take an active role in and are intentional about developing others, Gentry and Sosik (2010) and Gentry, Weber, and Sadri (2007) find that managers who serve as mentors are seen as more promotable both from their self-ratings and from direct report evaluations. Furthermore, other research (Allen, Lentz, & Day, 2006) indicates that supervisory mentor experiences improve the mentor's job performance and that of their work group as well as increase their own talent capabilities.

The foundation of Integrated Fulfillment is built on the theories of goal-setting. Locke and Latham (2002), as well as Latham and Pinder (2005), will provide the key components to goal-setting theory and motivation.

Our research on leading when under pressure is premised on the theories of differentiation in leaders, which can be found by reading Friedman's (1985, 2007) work. In addition, McKenna and Yost (2004) explain how leadership development relies

heavily on experiences gained and the lessons learned through novel, challenging, and high-risk situations.

_____

References

Allen, T.D., Lentz, E., and Day, R. (2006). Career success outcomes associated with mentoring others: A comparison of mentors and nonmentors. *Journal of Career Development*, 32, 272-285.

Day, D.V. (2000). Leadership development: A review in context. *The Leadership Quarterly*, 11, 581-613.

Dik, B. J., Duffy, R. D., and Eldridge, B. M. (2009). Calling and vocation in career counseling: Recommendations for promoting meaningful work. *Professional Psychology: Research and Practice*, *40*(6), 625.

Duffy, R. D., and Sedlacek, W. E. (2007). The presence of and search for a calling: Connections to career development. *Journal of Vocational Behavior*, *70*(3), 590-601.

Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue. New* York. NY: The Guilford Press.

Friedman, E. H. (2007). *A failure of nerve: Leadership in the age of the quick fix*. Church Publishing, Inc.

Gentry, W.A. and Sosik, J.J. (2010). Developmental relationships and managerial promotabiltiy in organizations: A multisource study. *Journal of Vocational Behavior*, 77, 266-278.

Gentry, W.A., Weber, T.J., and Sadri, G. (2007). Examining career-related mentoring and managerial performance across cultures: A multilevel analysis. *Journal of Vocational Behavior*, 72, 241-253.

Hall, D. T. and Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior*, *26*(2), 155-176.

Ibarra, H. and Hunter, M. (2007). How leaders create and use networks. *Harvard Business Review*, 85, 40-47.

Locke, E. A. and Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, *57*(9), 705.

Latham, G. P. and Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annual Review of Psychology*, *56*, 485-516.

McCall, M. W. (2010). Recasting leadership development. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(1), 3-19.

McCall, M. W., Lombardo, M. M., and Morrison, A. M. (1988). *The lessons of experience: How successful executives develop on the job.* Lexington, MA: Lexington Books.

McCauley, C. D., Ruderman, M. N., Ohlott, P. J., and Morrow, J. E. (1994). Assessing the developmental components of managerial jobs. *Journal of Applied Psychology*, *79*(4), 544.

Haney-Loehlein, D. M., McKenna, R. B., Robie, C., Austin, K., & Ecker, D. (2015). The power of perceived experience: Events that shape work as a calling. *The Career Development Quarterly*, *63*(1), 16-30.

McKenna, R. B. and Yost, P. R. (2004). The differentiated leader: Specific strategies for handling today's adverse situations. *Organizational Dynamics*, *33*(3), 292-306.

Wolff, H. G. and Moser, K. (2009). Effects of networking on career success: A longitudinal study. *Journal of Applied Psychology*, 94, 196-206.

_____

Appendix 1

Ground Rules to Conversations about Development Strategies that Matter
The following guidelines are designed to help one create developmental conversations with others that are holistic, honest, and valuable. The questions in Appendix 2 provide the content for the conversation.

1. **Avoid the temptation to close the loop.** Allow the conversation to take the path it needs to take. In other words, do not try to lead the conversation in a direction you think it should go; rather, let the leader define the responses to the questions and be open to where they may lead.

2. **Get comfortable with paradox.** The conversations may not always end in perfect solutions, one great idea, or clear outcomes. These questions are meant to take leaders to a place of deep thought and connect complex factors of their lives in ways they may have not thought of before.

3. **Embrace the silence.** Sometimes silence may feel awkward, but resist the urge to always fill it. These conversations take time to process may necessitate moments of reflection. It can be during silence that the most progress is made. Embrace it.

4. **Be courageous.** Taking part in conversations that matter to people can be challenging. It takes courage from everyone involved to have a discussion that is meaningful and truly targets the aspects of development.

5. **Stay open.** It's a conversation. It requires everyone involved to be open to wherever it needs to go. Each conversation and each person will have a different story, path, and intentions that form who they are as a leader and where they will go.

_____

Appendix 2

Deeper Reflection and Developmental Conversation Questions
The following 18 questions are designed to help you create rich developmental conversations in each of the six developmental categories of the Holistic Leader Development Model.

Experiences and Lessons
1. What's the story behind your résumé?

2. What one role from your past is having the most impact on your job today, and how does that propel you forward or hold you back?
3. What do you want your job to look like in one year from now, and what do you need to do or learn to get there?

Strategic Networking
4. Who has your back? And how would you know you had the right people in your strategic network to take your next calculated risk?
5. If you were looking for a job tomorrow, who are the people you would call and why?
6. If you could add one person to your strategic network, who would they be, what role would they play, and what would change?

Your Others
7. Think of one person who invested in you. What role did the person play in your life and how did their investment transform you?
8. Who is looking at you for leadership and/or support? And what do they need from you?
9. Considering the "others" around you for whom you are responsible, what is one thing you could do differently to make a lasting investment in them?

Integrated Fulfillment [*Identify one area of your life (finances, work, health, family, faith)*]
10. What is your overarching purpose in that area of your life?
11. To what extent do you feel you are fulfilling a purpose in that particular area of your life?
12. In what way is that purpose impacting your ability to lead?

Leading Under Pressure
13. Who is being impacted most by how you act and present yourself under pressure?
14. If you could lead more effectively when you are under pressure, what would you be like? (e.g., "I would be more _____.")
15. What would be the impact on others if you were more like what you described in question number 2?

Calling and Purpose
16. When you were a child, what did you want to be when you grew up? What does this tell you about who you are today?
17. At this point in your life, to what extent are you doing what you are supposed to be doing, regardless of the expectations of others?
18. If you took the risk of believing that you are on the earth for a reason, why are you here?

_____

About the Authors

Dr. Robert B. McKenna is the Executive Director of the Center for Leadership Research & Development and Chair of Industrial-Organizational Psychology at Seattle Pacific University. He is also the founder of Real Time Development Strategies and creator of BadBobby.com, an online leadership development portal designed to help leaders and their teams become intentional about their learning and growth while actually making that process engaging and fun. Much of his focus is speaking to leaders in corporate, university, and ministry settings in the areas of leadership and character development, calling and purpose, and helping organizations develop leaders in the workplace and in real life. While his clients have included both for-profit and not-for-profit organizations such as the Boeing Company, Microsoft, Heineken, Foster Farms, the United Way, and Children's Hospital, his primary focus has been on helping leaders in times of adversity and significant personal challenge. Dr. McKenna's most recent publications include numerous articles and chapters on leadership character, calling, and effectiveness, and leadership under pressure. His book, ***Dying to Lead: Sacrificial Leadership in a Self-Centered World***, focuses on the tension leaders face between leading resolutely and being willing to sacrifice for others. Dr. McKenna can be contacted at rmckenna@spu.edu.

Ms. Kira K. Wenzel's experience includes working with for-profit, non-profit, and government organizations, providing consulting on the topics of training, organizational development, global employee learning, survey design, program design and evaluation, leadership development, strategy implementation, and marketing implementation. She is most interested in future leaders, how they emerge and step into these roles, as well as how they develop into leaders with character, fortitude, and an ethical mindset. As an adjunct faculty professor, she has taught leadership courses focusing on emerging leader development, character, and motivation. She is currently finishing her Ph.D. in Industrial Organizational Psychology at Seattle Pacific University where she also works with the Center for Leadership Research and Development. She received her Master's in Industrial Organizational Psychology from Seattle Pacific University and a Bachelor of Science degree in Psychology with a minor in Marketing at Loyola University of Chicago. Ms. Wenzel can be reached at wenzelk@spu.edu.