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Developmental Leadership: A New Perspective for Human Resource Development

Jerry W. Gilley¹, Paul M. Shelton², and Ann Gilley³

Abstract

Research indicates that numerous variables influence an organization's ability to change and innovate. There is a need to understand a leadership model that focuses on the aspects of human resource development (HRD). Furthermore, it is important for the HRD model of leadership to foster and support creativity and innovation in organizations. In response to this need, this article identifies and explains a developmental leadership model rooted within the HRD framework of organized learning, change, interventions, and development. The focus of this work is to discuss how a developmental leadership style can generate new perspectives in HRD that translate to innovation for the organization. Consequently, this article shares a theoretical model for different roles that make up developmental leadership in practice activities, while exploring the construct of development leadership, its purpose, roles, core values, characteristics, and impact on innovation and creativity. This article explores the potential of Developmental Leadership in HRD as a driver of organizational innovation. The stakeholders involved are organizations, leaders, and followers. A clear understanding of developmental leadership and innovation informs ways of doing business at many levels.

Keywords

developmental leadership, leadership, innovation

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The ability of organizations to innovate has been identified as a component of market leadership and competitiveness (Denning, 2005). Abundant research reveals the increasing emphasis on change and innovation as a driver of organizational success (Ford & Goia, 2000; Friedman, 2005; Gilley, Dixon, & Gilley, 2008; Johansson, 2004; Walinga, 2008). According to IBM (2010), complexity in organizations and work will continue to rise. This study further states that creativity in leadership is the most important aspect for CEO's today and in the future.

Zornada (2006) described creativity as the emergence of new ideas, whereas innovation is the implementation of those ideas. To innovate, organizations must have the ability to generate new ideas, grow, renew, and change (Berkes, Colding, & Folke, 2000). Despite the constant need for and seemingly increasing rate of change and innovation, few organizations achieve the change and innovation they desire (Collins & Clark, 2003; Cope, 2003); poor leadership has often been cited as a cause (Birdi, 2005; Ford, Ford, & D'Amelio, 2008, Gill, 2003). Human resource development (HRD), with its emphasis on and talent in developing individuals at all levels of the organization, may well be the remedy sought by many organizations to improve its leaders' abilities to promote change and innovation.

HRD

Developing a new perspective for HRD through developmental leadership begins with a clear understanding of the term "human resource development." Clearly, it is related to the development of people; however, calling people "human resources" reveals an organizational orientation just as "financial resources" and "physical resources" do. Human resources refer to the people employed by an organization (Gilley, Eggland, & Gilley, 2002). Nadler (1990) defined HRD as ". . . organized learning experiences in a given period of time to bring about the possibility of performance change or general growth for the individual and the organization" (p. 1). Nearly two decades later, Swanson (1999) defined HRD as "a process of developing and unleashing human expertise for the purpose of improving individual, team, work process, and organizational system performance" (p. 4). Each of these definitions relates to the development of people *within* organizations as well as, the organization as a system or entity.

However, the concept of development raises two questions:

Research Question 1: What is meant by the development of people?

Research Question 2: What type of development occurs within organizations?

(Gilley, 1998).

Development refers to the personal and professional advancement of employees' knowledge, skills, and competencies. Thus, an individual focus (individual development) reflects a philosophical commitment to the professional advancement of employees within the organization (career development) and their performance improvement. It also includes the development of an organization's performance

capacity and capability (Swanson, 1999) to include creativity and innovation. As a result, the organization experiences greater efficiency, more effective competitive practices, and enhanced profitability (organizational development). Ultimately, development refers to the continuous improvement of an organization's culture through interventions that crystallize the organization's mission, strategy, structure, policies and procedures, work climate, and leadership practices (Burke, 1992).

In summary, HRD can be defined as "organized learning, performance, and change interventions designed to improve organizational performance and change, thus enhancing a firm's performance capacity and capability, competitive readiness, and renewal" (Gilley & Maycunich, 2000, p. 6). Ultimately, HRD drives innovation.

Purpose of the Article

This article discusses how developmental leadership generates a new perspective for HRD and constructs a theoretical model for the roles that constitute developmental leadership within organizations, and the practical activities associated with it. In addition, this article's perspective can merge the needs of organizations to innovate with the talents inherent in HRD that promote growth, develop, change, and innovation at all organizational levels.

Research Questions

Several questions frame our examination of developmental leadership and the theoretical constructs that influence the field of HRD, its practitioners, and their service and benefits to their firms.

Research Question 3: What is development leadership?

Research Question 4: What is the purpose of developmental leadership?

Research Question 5: What are the core values of developmental leadership?

Research Question 6: What are the characteristics of developmental leadership?

Research Question 7: What roles constitute developmental leadership?

Research Question 8: What are the implications for HRD practice and theory of adopting developmental leadership as a new perspective?

Developmental Leadership

Developmental leadership is the process of equipping people with the knowledge, skills, and opportunities they need to grow, develop, change, and become more effective (Hudson, 1999). Developmental leadership involves creating a synergistic relationship with employees, the primary benefit of which is the establishment of a collegial partnership (McIntyre, 2010) based on two-way communication, trust, and honesty, while non-judgmental, free of fear, personal, and professional (Gilley & Boughton, 1996). Developmental leadership allows leaders the opportunity to better

serve their employees through a variety of activities such as integrated communications, developmental evaluations, performance growth and development activities, and reward and recognition systems used to improve employees' accomplishments and development (McIntyre, 2010). The result is motivated, productive employees, ready to accept challenges, take initiative, innovate, and creatively solve problems. Simply, developmental leaders do not develop people—they equip people to develop themselves.

Developmental leadership provides organizations and their employees with creative, safe outlets through which to provide innovative and creative solutions to complex problems (Stone, 1999). It enables organizations to innovate, identify, and incorporate new ideas, processes, or procedures that will help the firm rebuild, renew, re-energize, and create successful business strategies. The developmental leadership process includes several roles and practices (see Figures 1 & 2, Table 1).

Finally, the encouraging, supportive, and interactive nature of developmental leadership helps HRD leaders become more caring, sympathetic, and patient (Whitmore, 1997). In short, via developmental leadership, HRD leaders grow as well.

Gilley and Maycunich (2000, pp. 69-85) identified ten principles of developmental leadership; see Table 2.

Purpose of Developmental Leadership

Ultimately, a leader is responsible for improving performance. Developmental leadership proves to be a dynamic tool in performance improvement that uses employees' growth and development, creativity and innovation, problem solving, and teamwork, for example, in the quest to secure desired organizational performance. Improved performance may be demonstrated in the form of new products developed and brought to market, enhanced revenues and market share, increased production, or better customer service, to name a few. Change and resulting innovation, are at its heart.

Developmental Leaders

Developmental leaders believe that the success of the organization depends on the success of its employees (Gilley, Gilley, Quatro, & Dixon, 2009); consequently, they focus on the growth and development of their employees, whose well-being they put above their own self interests. Developmental leaders challenge employees to constantly improve and change, encourage and reward risk taking and innovation, and provide them with the tools and freedom to be successful. These leaders understand that performance improvement is constant in their organizations (Hudson, 1999, p. 16) across all levels, model the behaviors themselves, and promote a culture of continuous growth and development.

A hallmark of the developmental leader is change and innovation; hence, they question the status quo, feel challenged by the unknown, and look at things from new perspectives (Gilley, Gilley, McConnell, & Veliquette, 2010). Future-oriented and

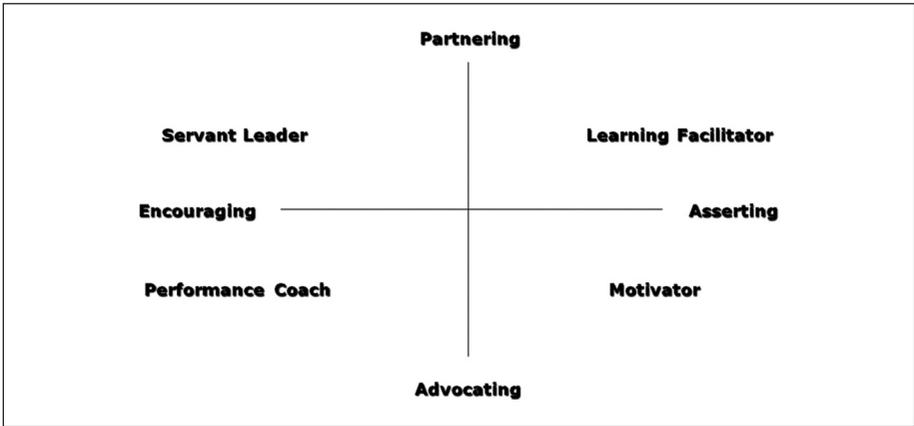


Figure 1. Developmental leadership roles

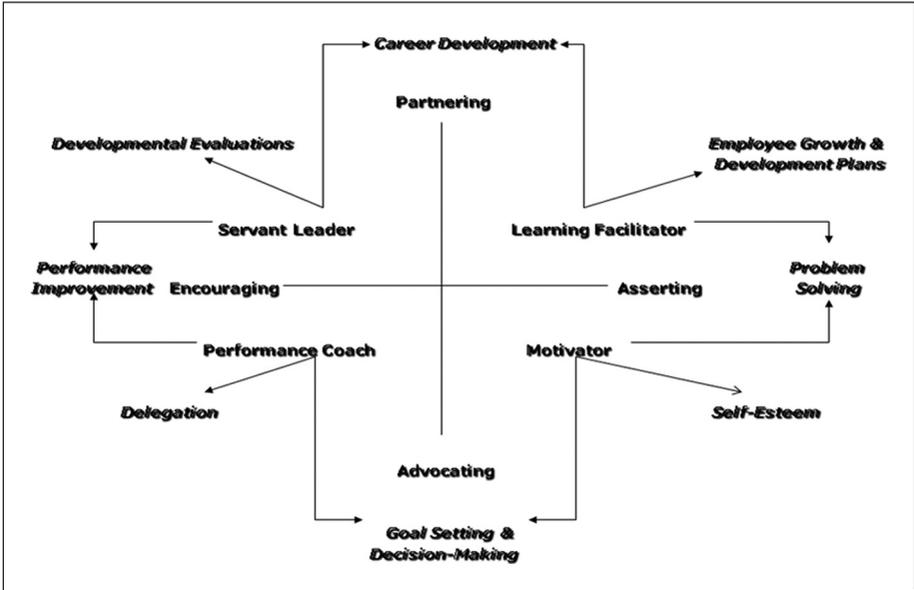


Figure 2. Practical applications of developmental leadership

cautiously optimistic, developmental leaders take personal risks, are willing to make mistakes and learn from them, are driven by personal integrity, and inspire others to be their best. They rehearse scenarios thoroughly before making decisions, pursue useful alliances and networks that enhance cooperation and results, and look for

Table 1. Five Strategies of Developmental Leadership

Strategy	Definition
Forging a partnership	Building trust and understanding people so they want to work with you
Inspiring commitment	Developing insight and motivation so people focus their energy on goals that matter
Growing skills	Building competencies so people know how to do what is required
Promoting persistence	Developing a “never say die” attitude among employees
Shaping the environment	Creating conditions that foster growth and development

Source: Adapted from Peterson and Hicks (1995, pp. 18-19).

Table 2. Ten Principles of Developmental Leadership

Principle	Definition
Principle of personal accountability	Demonstrate personal accountability for their own behavior, actions, and results, including the policies, procedures, incentives, interventions, and plans they advocate and implement.
Principle of trustworthiness	Build relationships based on truth, respect, character, and integrity
Principle of employee advocacy	Develop others to assume new roles and responsibilities, which is quintessentially a growth and development strategy.
Principle of employee self-esteeming	Create working climates in which employees feel good about themselves, their contributions, experiences, skills, and abilities.
Principle of performance partnership	Develop performance initiatives that benefit the organization and its members simultaneously.
Principle of organizational performance improvement	Create work climates and environments in which employees are challenged to perform at maximum levels, encouraged to demonstrate creative solutions to complex problems, and engaged in quality initiatives for the purpose of maximizing organizational results.
Principle of effective communications	Use all interpersonal mechanisms available to stimulate and challenge employees to perform to the best of their abilities.
Principle of organizational consistency	Filter decisions through a set of guiding principles that demonstrate consistent behavior and action.
Principle of holistic thinking	Articulate a vision for the organization, identify an actionable game plan designed to achieve this vision, and critically reflect on actions as a means of improving and maximizing future opportunities.
Principle of organizational subordination	Place the contributions, involvement, and loyalty of employees above those of the institution, strive to guarantee organizational subservience to employees' efforts to improve their performance, productivity, efficiencies, and approaches essential to organizational readiness and renewal.

Source: Adapted from Gilley and Murnighan (2000, pp. 60-85)

new opportunities in the performance improvement process (Gilley & Maycunich, 2000). These leaders confront behaviors that shut down human energy and hope while they nurture employees in transition and facilitate learning, training, and referrals (Hudson, 1999).

Developmental leaders treat employees (and the organization) as clients who deserve unique attention. They create fear-free environments that bring the best out of employees (McIntyre, 2010) by establishing clear performance goals, expecting success and encouraging excellence, asking questions and providing accurate feedback, allowing mistakes, and being patient with those who are experiencing difficulty on the job (Gilley & Maycunich, 2000; Whitmore, 1997). They help employees build bridges to the future and connect what is to what might be through imagination, vision, and motivation as resources (Gilley, Gilley, McConnell, et al., 2010). Such leaders link inner purpose to performance outputs and inspire others to be more effective (Rummler & Brache, 1995). Finally, developmental leaders guide employees through necessary transitions and serve as a catalyst for renewal, growth, resilience, and rebirth (Gilley & Maycunich, 2000).

According to McIntyre (2010), developmental leadership is based on the belief that leaders are supportive of interventions, initiatives, and activities that help employees (a) be more involved in decisions that directly affect them, (b) be assertive regarding their needs, if not their rights, (c) plan their careers, (d) become more a part of the work group, (e) obtain more interesting jobs or enrich the ones they have, (f) have opportunities for additional training, education, and personal development, (g) be more involved with their superiors in establishing the objectives and quotas they are expected to reach, and, in general, (h) receive respect and fair treatment.

Core Values of Developmental Leadership

Hudson (1999) suggested that developmental leadership is based on six core values.

- *Personal power*: Based on ones self-esteem, confidence, identity, inner motivation, a positive sense of self, clear ego boundaries, self-love, and courage.
- *Achievement*: Through reaching goals, conducting projects, working, winning, playing in organized sports, having ambition, getting results and recognition, and being purposive.
- *Intimacy*: By being intimate, making relationships work, touching, feeling close, nesting, parenting, and being a friend.
- *Play and creativity*: From being imaginative, intuitive, playful, spontaneous, original, expressive, humorous, artistic, celebrative, funny, curious, and childlike.
- *Search for meaning*: By finding wholeness, unity, integrity, peace, an inner connection to all things, spirituality, trust in the flow of life, inner wisdom, a sense of transcendence, and bliss.

- *Compassion and contribution:* By improving, helping, feeding, reforming, leaving the world a better place, bequeathing, being generous, serving, social and environmental caring, institution building, and volunteering.

He believes that people often shift throughout the adult years from familiar, accomplished value areas to new, challenging ones.

Characteristics of Developmental Leadership

Developmental leaders possess several personal qualities, including enthusiasm, self-control, impartiality, honesty, self-confidence, genuineness, friendliness, optimism, vision, open-mindedness, flexibility, and resourcefulness (Gilley et al., 2008; Hudson, 1999; Stone, 1999). In addition, these leaders must willingly accept criticism, maintain a sense of humor, allow others to offer suggestions and recommendations, and be accepting of employees' successes and failures (Gilley et al., 2008).

Developmental leaders are emotionally competent and capable of sustaining relationships, providing a fear-free environment, and maintaining high levels of self-confidence and self-esteem (McIntyre, 2010). They are also capable of imagining, wondering and envisioning possibilities, listening intently and objectively to employees, empathizing with and validating employees, and expressing feelings naturally and appropriately (Gilley, Gilley, & McMillan, 2009). Furthermore, they are capable of displaying gratitude and appreciation, managing conflicts fairly and directly, and seeking and maintaining friendships that are mutually rewarding (Gilley et al., 2008).

Mental competence is revealed, as developmental leaders exhibit legitimate personal authority, give and receive criticism fairly, reflect on sense of self and personal life course, and distinguish between trivial and significant problems (Stone, 1999). They are capable of distinguishing between situational and patterned distress, providing accurate feedback, observing and understanding the conduct of self and others, and knowing how to conclude developmental leadership relationships professionally (Gilley et al., 2008). Finally, Hudson (1999) believes that developmental leaders are action oriented and are capable of discerning and clarifying personal values in self and others, collaborating effectively and acting as a team player, celebrating, having fun, pursuing affirmations and rituals, and planning and feeling responsible for making the future happen.

Roles of Developmental Leadership

Developmental leadership opportunities generally call for behaviors that fall along two continuums (Figure 1). The horizontal continuum reveals asserting/encouraging behavior with employees, whereas the vertical continuum expresses partnering/advocating behavior.

This model illustrates the four primary roles of *learning facilitator*, *motivator*, *performance coach*, and *servant leader*, each of which represents philosophical orientation toward developmental leadership.

Learning facilitator. When employees do not possess the knowledge, skills, or attitudes to appropriately perform their jobs, or when they are unable to properly sequence performance activities and tasks, it is appropriate for developmental leaders to serve in the role of learning facilitator (Whitmore, 1997). Quite simply, learning facilitation can be thought of as the communication of experience. As learning facilitators, developmental leaders are assertive but operate as partners in performance improvement using feedback and summary techniques to make certain that employees fully grasp the concepts being taught (Figure 2). In this role, developmental leaders are one-on-one tutors with employees and are responsible for sharing information that will ultimately affect employees' growth and development. This typically comes in the form of on-the-job training but can also include formal training activities.

Learning is a very complex process that requires great skill and expertise. To master the role of learning facilitator, developmental leaders incorporate three distinct elements (Marquardt, 1999). First, they arrange the learning environment to maximize opportunities to communicate privately and without interruption. Second, they communicate in language easily understood by employees. Third, they present information one step at a time, allowing employees to apply the task or skills under realistic conditions and allow time for review, reflection, and evaluation.

Motivator. As motivators, developmental leaders are very assertive and advocate oriented (Figure 2). In this role, one's entire attention is focused on resolving performance and organizational problems and improving performance. The principal benefit of improving employee motivation includes improved quality, efficiency, and productivity that lead to improved organizational innovation and performance. These improvements ultimately enhance the organization's competitiveness and innovation in the marketplace, which can lead to improved revenues, market share, and higher profits (Gilley, McMillan, & Gilley, 2009).

Developmental leaders as motivators create a motivational philosophy based on rewarding people for the "right" performance (Collins, 2001). In this way, organizations demonstrate their understanding that the things that get rewarded get done (LeBoeuf, 1985). It is the position, then, of this model that the desire for creativity and innovation requires appropriate metrics and rewards to support these activities.

A motivational philosophy should be flexible enough to take into account the dynamic nature of the organization's initiatives and organization-wide activities while remaining fluid and subject to review, alteration, or redesign (Gilley, Quatro, Hoekstra, Whittle, & Maycunich, 2001). Moreover, an effective motivational philosophy defines who participates in motivational decisions, whether decision making should be centralized or decentralized within departments, and how individuals will be held accountable for their decisions and contributions to the motivational program (Flannery, Hofrichter, & Platten, 1996).

As motivators, developmental leaders identify performance standards, communicate these to employees, compare actual work to desired standards, and discuss results with employees (Gilley et al., 2001). Performance that falls short of standards triggers a discussion about reasons for the poor performance, possible barriers or conflicts in the work environment that prevent the adequate execution of tasks and

responsibilities, support required by the employee, and action plans for improvement (Gilley, McMillan, et al., 2009).

Performance coach. Developmental leaders who function effectively as performance coaches believe that the success of the organization is based on the success of its employees (Gilley, Gilley, Quatro, et al., 2009; Hamlin, Ellingler, & Beattie, 2009). These leaders engage in the role of performance coach (Figure 2) to help their employees improve, grow, and develop, which leads to organizational improvement, growth, and development.

To be effective performance coaches, developmental leaders have substantial knowledge of the organization including thorough understanding of its vision, direction, and long-range goals and objectives and maintain an appropriate network that will enable employees to make critical contacts throughout the firm (Gilley, Gilley, & Kouider, 2010). Successful performance coaches possess and share technical competence to help employees overcome skill deficiencies (Hamlin et al., 2009). Most successful performance coaches possess a degree of charisma; employees are drawn to individuals who possess the ability to persuade others and like to be around people whose opinions and ideas are sought by other members of the organization (Hamlin, Ellingler, & Beattie, 2006). When these exist, performance coaches have credibility within the organization.

As performance coaches, developmental leaders encourage several activities for employee growth and development. As a result, they often serve as confidants in times of personal and professional difficulty, providing feedback, observation of performance, and personal reactions as well as provide insight about the mission, goals, and strategic direction of an organization (Gilley, Gilley, & Kouider, 2010). They help employees develop political savvy and awareness that enable them to function efficiently and effectively within the firm (Gilley, 2006). Performance coaches provide employees with insights into organizational philosophy, operations, and the functional system and help employees with long-term career planning, growth, risk taking, and advancement opportunities; they enable their employees to participate in visible projects and programs that may further advance their careers (Hamlin et al., 2009). Finally, performance coaches serve as advocates for their employees and encourage risk taking, which leads to improved understanding, enlightenment, and personal awareness (Gilley, 2007).

Servant leader. As a servant leader (Figure 2), one's primary responsibility is to provide employees with the resources necessary to be successful in the workplace which includes equipment, time, financial support, technology, and autonomy (Gilley et al., 2001). Servant leaders put the success of their employees and the organization above their own (Block, 1999). Quite simply, they serve as employee champions and often play an instrumental role in helping employees articulate and define their career paths (Ulrich, 1997).

Servant leaders encourage and partner with employees by working tirelessly to help employees grow and develop and assist employees as they struggle to improve their performance and advance their careers (Greenleaf, 2002). Above all, servant leaders

operate without regard for their own well-being or career advancement because they believe that their employees are the organization's most important asset (Greenleaf, 2002).

To be successful as a servant leader, one shifts his or her managerial style from authoritative to participatory (Greenleaf, 2002). Servant leaders relinquish control and dominance over their employees allowing them to participate as equal partners in examining their careers, performance successes, or problems. A participatory approach requires that developmental leaders build positive working relationships with employees, whom they recognize as bringing a great deal of experience and talent to the organization and thus are invaluable assets to be acknowledged, tapped, and improved (Gilley, Boughton, & Maycunich, 1999). Simply stated, "people need an incredibly high level of freedom and trust in our response before they'll release the passion that can lead to exceptional achievement" (Lucas, 1997, p. 12).

A servanthip approach implies a personal philosophy of humility and a willingness to work for the betterment of others but does not mean that leaders are weak or unable to make difficult decisions (Block, 1999; Greenleaf, 2002). Quite simply, the lasting value of being a servant leader is measured by a person's ability to help others succeed without regard for creating a personal legacy (Greenleaf, 2002).

Developmental Leadership as a New Perspective: Implications for HRD Practice and Theory

Academics and practitioners alike debate whether developmental leadership is a contingent or normative process (Christensen & Bickhard, 2002). From the contingent perspective, leaders should allow followers the ability to determine the direction of performance improvement and innovation. In turn, developmental leaders support employees in achieving this end. The normative perspective posits that, although development leadership is facilitative, leaders have a responsibility to recommend specific directions on how performance can be improved (Christensen & Bickhard, 2002). The ultimate value of developmental leadership is that followers/employees mature, become psychologically healthy, and self commit to the organization. Developmental leadership empowers followers to enhance their competence and personal skills. The principal value of developmental leadership then is the development of people and innovation as well as the organization.

To create an organizational culture that rewards cooperative behavior more frequently than competitive behavior, employees are kept informed or given access to information concerning their positions or matters that affect them personally, a normative approach should be used (Christensen & Bickhard, 2002). In addition, with the normative approach of information sharing, employees can be creative and innovative because they are informed. A normative approach fosters an organizational culture in which rewards are based on a system of both equality fairness and equity merit. This creates a context in which employees are given as much autonomy and freedom to do their respective jobs and innovate as possible; it ensures both a high degree of

individual motivation and accomplishment of organizational objectives (Gilley & Maycunich, 2000). Developmental leadership promotes a culture in which members feel a sense of ownership of the organization's mission and objectives, while conflict is dealt with openly and systematically, rather than ignored, avoided, or handled in a typical win-lose fashion (Gilley, Gilley, Quatro, et al., 2009; Hamlin et al., 2009).

The normative approach emphasizes values more than other aspects of the organization's culture in that performance improvement under certain operational norms would require value shifts that had already been determined (Christensen & Bickhard, 2002). This change is usually a more humanistic treatment of all employees. The direction of performance improvement is toward an organizational culture where development and growth of employees is at a par with bottom line profits or remaining within budgetary constraints (Hamlin et al., 2009). In this culture, equal opportunity and fairness are the norm, whereas anything outside of this value is considered an exception (Patterson, Grenny, Maxfield, McMillan, & Switzler, 2008). The culture encourages leaders to use authority in a participative and unilateral way. Leadership would be associated within a competence and knowledge framework rather than with a traditional role or status model.

Figure 2 reveals the merging of developmental leadership roles and execution of each role among practical activities. The following roles are common among all leaders:

- Career development
- Employee growth and development plans
- Problem solving
- Self-esteem
- Goal setting and decision making
- Delegation
- Performance improvement
- Developmental evaluations

Beginning at the top of the model (Figure 2), we examine each next.

Improving Career Development

Career development is like nature in that, it is “. . . a promise fulfilled by tomorrow . . . each year exhibits growth as those creatures able to survive the test of time are typically larger or stronger than the year before” (Gilley & Maycunich, 2000, p. 25).

Blending the *servant leader* and *learning facilitator* roles allow the developmental leader to execute activities around career development. They can help employees focus their future career paths, understand their strengths and weaknesses, and hone in on developmental areas such as new skills that need to be acquired (Hudson, 1999). In addition, constant reflection on learning opportunities by employees during this process helps them to be more cognizant of creating a protean career (Marquardt, 1999).

Creating Employee Growth and Development Plans

The *learning facilitator* role exclusively creates employees' growth and development plans which encourages continuous employees' growth and development (Gilley et al., 1999). As people grow and develop, they improve their capabilities that enhance performance and create personal renewal (Hamlin et al., 2009). The organization, in turn, benefits as its overall renewal, performance, and innovative capacities increase (Gilley, 2007; Gilley & Maycunich, 2000), while plateaus of maturity and decline are alleviated.

Growth and development plans allow individuals to garner experience, develop organizational perspective, and build on identification, diagnostic, and implementation skill sets (Hamlin et al., 2009). Continued growth and development planning promotes a learning culture and realization of the importance of performance improvement plans (Lakhani, Jeppesen, Lohse, & Panetta, 2007). Essential to performance improvement is the ability of each individual to contribute to the continual renewal process at the organizational level (Gilley & Maycunich, 2000).

Facilitating Collaborative Problem Solving

The *learning facilitator* and *leader* roles combine to facilitate collaborative problem solving. According to Gilley, Gilley, McConnell, et al. (2010), teams are the preferred unit for facilitating work in organizations. As organizations face constant change and unique problems, the ability to create sense from apparent turbulence can be a key competitive advantage. In addition, as an outcome of collaborative problem solving and turbulence can be innovation. Therefore, understanding how to facilitate collaborative problem solving is a necessity of developmental leaders (McIntyre, 2010) and innovation. In fact, executives expect managers to solve difficult performance, managerial, and/or organizational problems routinely and many times solve these problems in a group (Hamlin et al., 2009). The majority of a developmental leader's efforts focus on helping employees define the correct problem, and then approach it in such a way that more useful solutions emerge (Gilley & Maycunich, 2000).

Collaborative problem solving is the means by which conflicts and issues are solved in such a manner that all constituencies (developmental leaders, employees and organizations) are satisfied (Lakhani et al., 2007). Therefore, developmental leaders use this method of problem solving to continually support a synergistic perspective of maintaining humanistic values with performance improvement methods (Hamlin et al., 2009; McIntyre, 2010). In this manner, a leader can concurrently satisfy employee needs and organizational goals.

Enhancing Employee Self-Esteem

The *motivator* role builds enthusiasm on the part of the employee to correct performance issues or continually improve performance that is already good or exceptional,

all while enhancing employee self-esteem. Self-esteem is an indicator of an employee's willingness to involve him- or herself in performance improvement processes and contribute to innovation. Managers who fail to increase self-esteem in employees contribute to employee depression which is defined as a psychological condition brought about by under-utilization, apathy, and alienation of employees who feel they are not perceived to be vital, contributing members of the organization (Ulrich, 1997). Other psychological dimensions of employee depression include feeling overwhelmed, lost, or fatigued as a result of excessive work demands or productivity requirements. As employees become depressed, their ability to creatively problem solve and innovate decreases.

People who have a healthy idea of self-worth realistically comprehend their strengths and weaknesses and understand improvement efforts (Bradshaw, 1981). Low self-esteem individuals, however, create barriers for other employees, which can be seen in behaviors such as suspicion of others, resentment, or believing improvement efforts are a waste of time. Employees who feel important and valued typically demonstrate higher self-esteem behaviors than those who don't.

Ulrich (1997) suggested that developmental leadership is useful in overcoming employee depression by addressing their feelings of inadequacy or excessive demands and requires organizations to strike a balance between the two. One solution to this is to adopt a philosophical approach to employee enhancement and developmental leadership—that of the developmental organization (Gilley & Maycunich, 2000). This approach by leaders allows employees to exert control over their careers (protean career), create and participate in challenging work, and reestablish organizational commitment (Gilley, Gilley, McConnell, et al., 2010; Hamlin et al., 2006; McIntyre, 2010).

Improving Goal Setting and Decision Making

Motivator and *performance coach* roles improve goal setting and decision making. Leaders who use a developmental style engage and involve employees with decisions (McIntyre, 2010); they create and use activities that promote joint goal setting and decision making, and encourage employees to participate in each step of the process (Lakhani et al., 2007). Developmental leaders encourage and advocate for their employees during the process rather than authoritatively dictate direction.

Improving goal setting and decision-making processes in organizations can be the key to creating a competitive advantage in the marketplace (Patterson et al., 2008). Leaders can improve this process by coaching employee readiness and creating a commitment to performance improvement. Lakhani et al. (2007) offered the following questions to serve as a guide:

Research Question 9: How willing are members of the organization to implement performance improvement?

Research Question 10: Is upper-level management willing to learn and use new management methods and practices?

Research Question 11: What type of information do members of the organization readily accept or resist?

Research Question 12: What is the attitude of members toward performance improvement?

Research Question 13: What are executives' attitudes toward performance improvement?

Research Question 14: To what extent will individual members of the organization regard their contribution to overall organizational effectiveness as a legitimate and desirable objective?

It is imperative that developmental leaders continually monitor their employee's cooperation, interest, resistance, resentment, or reluctance to encourage behaviors that are beneficial to the organization (Gilley, Gilley, Quatro, et al., 2009). Developmental leaders' and employees' enthusiasm for a particular recommendation also gauges readiness for performance improvement (McIntyre, 2010).

Improving Delegation

Delegation is simply assigning an employee a task or responsibility that is otherwise part of someone else's job (Hamlin et al., 2006). Developmental leaders assign duties, tasks, and responsibilities to their employees, which requires trust in others, confidence in and knowledge of their abilities, and an understanding of performance improvement's impact on an organization (Patterson et al., 2008). Although a leader delegates a work assignment to another, the leader remains accountable for the outcome. That is, tasks and responsibilities may be delegated, but accountability cannot. Accountability rests with the individual who was originally assigned the task or responsibility—typically the manager/coach (Hamlin et al., 2009). Therefore, it is important to have an open, honest discussion about the accountability relationship that occurs as a result of the delegation (Gilley, Gilley, & Kouider, 2010).

Enhancing Performance Improvement

The *performance coach* and *servant leader* roles promote performance improvement. Developmental leaders create and implement a systematic, well-organized performance management process useful in improving employee productivity, quality, performance, and overall development (McIntyre, 2010). Such systems improve manager—employee relations by encouraging supervisors to develop positive alliances with employees through creation of performance improvement plans, timely feedback, and support (Gilley, Gilley, Quatro, et al., 2009).

Developmental leaders identify key competencies that employees need to produce outstanding results (performance outcomes), establish metrics and standards for outputs, and job design improvement activities (Rummler & Brache, 1995). Through collaborative feedback and planning discussions, developmental leaders convince

employees of the benefits of improved performance and the support they will receive (Hamlin et al., 2009).

Using this leadership perspective, developmental leaders have the opportunity to develop and implement systematic, well-organized performance management processes that improve quality, employee productivity, and development (Gilley et al., 1999). In return, employees are able to reach their goals and create new ideas.

Improving Developmental Evaluations

A major responsibility of any manager is to conduct performance appraisals. Traditional performance appraisals assess past performance, which cannot be changed. In contrast, developmental evaluations focus on the future—of both the individual and the company—by comparing the performance associated with near- and long-term *desired* work and goals with the employee's current performance. Developmental evaluations include an assessment of the employee's strengths and weaknesses in light of current and future developmental goals and objectives (see Figure 2). Consequently, developmental evaluations are a vehicle for discussion of future growth and development activities that will enhance employees' competencies and advance their careers.

Developmental leaders have five different types of development evaluations at their disposal (Gilley & Davidson, 1993). Each type differs in application, focus, and purpose:

- Work Planning and Reviews are used to direct, control, and improve performance. The focus is on an employee's current job and is designed to manage workflow by objectives and results.
- Compensation Reviews are intended to motivate employees by rewarding past efforts and identifying future compensation and reward potential for upcoming performance.
- Developmental Planning's purpose is to improve employees' knowledge, skills, and attitudes; the focus is on skill building, and is characterized by preparing self-improvement/personal growth activities and action planning.
- Career Planning is the process of establishing individual career objectives for employees and creatively developing long-term developmental activities to achieve them.
- Human Resource Planning is designed to maintain organizational continuity vis-à-vis human resources over an extended period of time, focusing on career pathing, succession planning, and blending high potential career actions.

Each type of developmental evaluation is conducted for a unique reason, and focuses on distinct activities and outcomes. Furthermore, each is a separate developmental evaluation opportunity.

Conclusion

Developmental leadership enables HRD to achieve its imperative by focusing on the growth and development of employees which translates into the growth and development of the organization. Formally planning on creative leadership and using this model will translate to innovation in the organization as a whole. Growth and development, by definition, requires change, creativity, and the ability to embrace new ideas and procedures. In some instances, mentoring. Consequently, the ability to execute creativity leads to innovation (Zornada, 2006), which has been associated with organizational success in recent research (Friedman, 2005; Gilley et al., 2008; Walinga, 2008). Developing key competencies assists the leader in recruitment and retention of creative employees and succession planning of future leaders.

HRD, due to its responsibility for and talent in growing and developing a firm's people, is well positioned to lead organizational innovation by embracing and executing a developmental leadership model. Developmental leaders develop and maintain systems that promote performance improvement, growth, change, innovation, and effectiveness. Developmental leaders focus on these issues and in some cases use experiential developmental opportunities or mentor/mentee relationships to further employee skill set acquisition. Individuals benefit from increased involvement, self-esteem, challenging work, supportive cultures, enhanced problem-solving skills, performance, and career success (McIntyre, 2010).

Innovation is a process and way of doing work. Leading this process through a HRD leadership model helps to accomplish business goals by identifying direct and indirect influences of creativity and innovation within the organization. Developmental leadership enables leaders, organizations, and employees to grow and develop to the fullest (Hudson, 1999), build resilience, renewal capacity, and competitiveness. Developmental leadership increases an organization's competitiveness by helping it achieve its strategic business goals and objectives, create an environment that encourages employee growth and development, provides opportunities for employees and developmental leaders to influence the way in which they relate to work, the organization, and the work environment and enables every employee to be treated as a human being with a complex set of needs and values.

The dynamic, rapidly changing business environment demands that organizations pro-actively embrace change, creativity, and innovation to remain competitive. HRD, in partnership with developmental leadership, has the ability to make creativity and innovation an integral component of the organization.

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