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THE HANDBOOK OF LEADERSHIP DEVELOPMENT EVALUATION

Kelly M. Hannum
Jennifer W. Martineau
Claire Reinelt
Editors

Foreword by Laura C. Leviton



John Wiley & Sons, Inc.

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FOREWORD

The term *leadership* means many things to many people. It is one of the big societal concepts, and it is of the same size and importance as “access to medical care” or “quality of education.” Leadership encompasses many talents and skills. There are different styles of leadership, and there are different factors affecting how leaders are regarded. There is authoritarian leadership, democratic leadership, and most recently, collaborative leadership. After hundreds of studies and many years of research, we still find ourselves playing with a few pebbles on the shore of this vast sea of subject matter.

It is in that context that this handbook on evaluation of leadership development is presented. Although the topic is vast, there are certain evaluation approaches and subjects that have proven their value. Several vital and generic evaluation topics are presented in these chapters: how to study implementation; how to present evaluation findings; designs for evaluating leadership development; and using theories of change to inform the choice of measures for evaluation. They are a valuable foundation.

At the same time we can ask, Leadership of what and for what? Leadership always takes place in context. So does evaluation. In this book we find some remarkably different programs that see leadership in different ways. An argument can be made for each of them, and they all merit evaluation. We have personal transformation leadership efforts, leadership development to achieve organizational change, and leadership development for neighborhood transformation. It

is heartening that the field of evaluation is flexible enough to apply its frameworks and methods to such a range of development initiatives.

Evaluation helps us to understand leadership in other ways. For example, the term *leadership* is highly vulnerable to rhetorical use and abuse. Are we entirely sure that a program that includes “leadership” in the title is truly about this big concept? Or, is the concept being used for some other agenda unrelated to leadership by even the broadest definition? One advantage of evaluation is that it seeks to operationalize the big concepts. Evaluation *has* to do this, because it is systematic inquiry about programs’ logic, resources, activities, outputs, and outcomes. Systematic inquiry requires a highly specific understanding of the principles and concepts being employed. Evaluation separates real outcomes from wishful thinking, slogans, or overly vague program aspirations.

Even when we do know what we are trying to achieve in a leadership program, we may still not know quite how. Evaluation can assist by providing neutral, constructive observations to guide a program’s inevitable changes and evolution. Once a program is established, evaluation continues to contribute by assisting the program managers to optimize their use of resources on behalf of the participants.

Finally, even when we are not entirely sure what leadership is supposed to be, what it consists of in a given context, or how to develop it, evaluation helps us. Many leadership programs have never been tried before. By definition, they are ventures into the unknown, aspiring beyond the tried and true. From that point of view, evaluation is about discovery, understanding what is possible to achieve, and even helping to define and characterize new kinds of leadership.

What we do know is that leadership is an essential ingredient for personal and social change. So is evaluation, as seen in decades of learning from fields as disparate as education, health, community and social welfare. These two essential tools of change come together in this volume.

September 2006

Laura C. Leviton
Princeton, New Jersey

Laura C. Leviton is a senior program officer for the Robert Wood Johnson Foundation and former president of the American Evaluation Association. She has conducted evaluations in the health area ranging from fellowships and scholarships to quality of medical care and prevention of disease.

PREFACE

Why did the Center for Creative Leadership (CCL), the Leadership Learning Community (LLC), the Robert Wood Johnson Foundation (RWJF), and more than thirty authors collaborate to write a book about the evaluation of leadership development? Quite simply, because there is considerable demand for guidance in evaluating leadership development by those who practice and fund development and evaluation in commercial and nonprofit organizations. There is no single source that provides practical content, examples, and tools from many different settings and perspectives. As practitioners of leadership development evaluation, we are aware of the substantial need for this type of resource. In this volume, we bring together distinguished authors with knowledge and expertise about leadership development evaluation, whose contributions can benefit leadership development evaluators, practitioners, and ultimately those participating in leadership development.

The pace of change in contemporary organizations and communities creates new challenges for individuals, organizations, and communities. Many fields of practice are feeling the impact of these phenomena. Leadership development is no different. When CCL was founded in 1970 for the purpose of understanding and developing leadership, few institutions were offering leadership development. Since then, leadership development has grown into a strategy that is utilized globally by organizations of all types. Individuals, groups, teams, organizations, and communities seek to become more effective and strategic in their leadership. Organizations

and foundations invest in leadership development for individuals and groups of individuals in order to achieve the broader strategic and social change objectives they seek and to realize their missions.

Leadership development is frequently used as a strategy to help prepare individuals and groups of individuals to address the complex challenges they face. Numerous tools, processes, and programs to develop leadership are being implemented, and although many are being evaluated, there is even more need for evaluation to answer important questions, improve practice, and inform decisions. Funding agencies, designers, sponsors, and participants (among others) frequently have a variety of questions about leadership development, including:

- Is the time and money spent on leadership development worthwhile?
- What difference does leadership development make?
- What development and support strategies work best to enhance leadership?
- What outcomes can be expected from leadership development?
- How can leadership development efforts be sustained?

The complexity of leadership development requires innovative models and approaches to evaluation in order to answer those questions. Traditional evaluation approaches (such as use of control groups, and pretests and posttests, for example) can be impractical, incomplete, and sometimes inappropriate models for evaluating leadership development initiatives in some contexts. An increasing number of innovative models and approaches to evaluate leadership development that are more appropriate and useful in other contexts have evolved over time, and presenting them to a professional audience is the purpose of this book.

Many organizations and foundations have created innovative models and approaches of leadership development evaluation. The LLC Evaluation Learning Circle has posted many of these models and approaches in its Knowledge Pool located at www.leadershiplearning.org (many of the resources cited in this handbook are also posted there). However, few people have had the opportunity to learn about these innovations and apply them in their own work. It is through this process of application, adaptation, and subsequent learning that the field of leadership development produces knowledge about how to support and develop individuals and organizations so that greater impact can be achieved.

We want to underscore the intent of this book. We believe that leadership development and its evaluation will meet the needs of those who rely on it to address the complex challenges of today's world only if evaluators and other interested practitioners and stakeholders share their experiences and expertise. This book aims to lay a foundation for this exchange of ideas and practices.

How We Created This Book

The process of conceptualizing, organizing, writing, and evolving this book was highly collaborative. We share this story with readers so that they might consider adapting similar strategies and apply them to their own learning projects.

The concept of a book addressing leadership development evaluation emanated from two different places simultaneously. Kelly Hannum and Jennifer Martineau of CCL had for more than a decade been leading their organization's efforts to evaluate leadership development and had amassed specific expertise that, because of CCL's mission as an educational institution, they wanted to share with other evaluators and leadership development practitioners. They also knew that there were others out in the field who also had valuable knowledge to contribute. At the same time, the Leadership Learning Community (see Chapter Eighteen for more information) had formed an evaluation learning circle (convened by Claire Reinelt) whose members were motivated to move the practice of leadership development evaluation forward by sharing their expertise, tools, and resources with each other and with a broader, virtual community of practice. The leadership development evaluation goal of both of these organizations is to advance the practice of leadership development and support so that leadership (both individual and collective) can more effectively lead change that will have a positive impact on society and the world. This book shares knowledge and expertise that will help leadership development and evaluation practitioners and users achieve this goal.

As we conceptualized the book and its contents, we focused on the three general areas that are detailed in the book's three parts: Design, Implementation, and Use. We scanned the field of leadership development evaluation to identify ideal chapter topics and authors for those chapters. In addition, we also agreed that the group of authors participating in this project should form a community of practice in order to create a more coherent, integrated volume and not simply produce the separate and distinct chapters typically found in an edited book. With the financial support of the Robert Wood Johnson Foundation and the provision of facilities by CCL and RWJF, the community of authors met twice during the writing process: first, after the chapter outlines were complete; and second, between the first and second drafts of the chapters. During these conferences and through e-mail exchanges, the authors shared chapter outlines and drafts. All of the authors received feedback that they incorporated into their chapters. We also conducted a series of dialogues that resulted in better understanding of the many facets of leadership development evaluation. The content of the Introduction and Afterword include the output from those dialogues.

Evaluation as a Way of Life

Of the many things we have to say about the evaluation of leadership development, perhaps the most important is this: approaching issues from an evaluative perspective enables one to consider multiple perspectives and draw lessons as a natural part of the way work is done. People can improve their effectiveness by challenging assumptions and drawing lessons from the many challenges they face by adopting an evaluative perspective. This kind of thinking is in fact a quality of good leadership. Leaders who learn from the successes and trials of their work are typically more successful than those who do not. What our readers—whether they are evaluators, stakeholders, or leaders—may not always recognize is that evaluation is learning, and learning is evaluation. Evaluation should not be something that is forced upon the unwilling, nor should it be misused to harm others. Evaluation can be and should be a vibrant and engaging activity that leads to powerful learning and well-informed action. We encourage you to find the relevant value of this book's contents for your leadership development and evaluation work, and to discover the value it brings to you in your role as a leader.

September 2006
Greensboro, North Carolina

Kelly M. Hannum
Jennifer W. Martineau
Claire Reinelt

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From Jennifer W. Martineau

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From Kelly M. Hannum

I thank my family and friends for their support, encouragement, and understanding. I especially want to thank Bart Craig for being a great coauthor, and even more important, a wonderful friend. I also thank Keith Erickson for providing the unconditional love necessary in any challenging endeavor.

From Claire Reinelt

I thank Suzi Weber, Bill Weber, Cecilia Roddy, and the rest of the Development Guild/DDI staff for their support and encouragement of my participation in this book project. I would also like to thank Rick and Emma for their understanding and patience as I worked on this book many evenings and weekends. I dedicate my work on this book to my husband, Rick, and my daughters, Julia and Emma, for all the wonderful years that we have had together and for our support of each other's passions and pursuits.

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INTRODUCTION

Jennifer W. Martineau, Kelly M. Hannum, and Claire Reinelt

This book provides broad and practical information about how to conduct leadership development evaluations using a variety of approaches, many of which have been recently developed. We have intentionally sought authors from a variety of sectors (nonprofit, academic, for-profit, and governmental agencies) to increase the diversity of perspectives, expertise, and experiences represented in these pages. The target populations and program designs covered in this handbook are also diverse; we believe this book represents a powerful opportunity for cross-program and cross-sector learning.

This handbook is divided into three parts, each of which begins with an overview chapter. Part One is devoted to designing leadership development evaluations. The chapters in this section address a variety of approaches and considerations that come into play when designing a method for evaluating leadership development initiatives. Part Two, Leadership Development Evaluation in Context, presents chapters addressing specific environments for designing and implementing leadership development, ranging from a stand-alone leadership program for developing evaluators of color to a change initiative intended to transform school leadership and performance. Finally, in Part Three, Increasing Impact through Evaluation Use, the book addresses ways in which evaluation can and should be used to maximize impact, rather than serving only to measure and document.

Who This Book Is For

This book supports the daily work of people responsible for developing, implementing, and evaluating leadership development programs and initiatives. These can be human resource managers, instructional and learning designers, trainers, consultants, funders, evaluators, and others from a wide range of organizations: for-profit, nonprofit, governmental, educational, religious and faith-based, community, and more. People who study and research evaluation, leadership development, or both (such as students, scholars, and staff at foundations, think tanks, or research organizations) form a secondary audience for this book. While we focus on our intended audiences, we sincerely hope that others will benefit from the knowledge, practices, and resources presented in this handbook.

We invite those of you interested in the field of leadership development evaluation to learn from each other and broaden the scope of questions you are asking and the evaluation approaches you are using and testing. Our intent is that this handbook will move the field of leadership development evaluation forward by creating more interaction between practitioners in the for-profit and nonprofit, governmental, and educational fields, pushing their collective thinking ahead by exposing them to areas of practice they might not otherwise have access to in their daily work.

How to Use This Book

This book is first and foremost a resource for its readers, to be used in whatever manner they see fit. We encourage readers to find and read those chapters that are most immediately valuable to them, given the context of their work and the questions they are asking. For example, if you have a question such as, How do other evaluators design an evaluation when control groups are not possible?, you can find answers in Chapter One. If you ask, How do I evaluate leadership that is focused on systems transformation?, you will find guidance in Chapter Eleven. And if your stakeholders want to know how you plan on sharing the results of the evaluation, consult Chapter Seventeen's discussion of communication. While each chapter has a specific focus, you are likely to find relevant information and advice on a variety of topics in many different chapters, especially those chapters that describe how leadership develop-