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HOW STRATEGIC FOCUS RELATES TO THE DELIVERY OF LEADERSHIP TRAINING AND DEVELOPMENT

NICHOLAS CLARKE AND MALCOLM HIGGS

Despite progress in the development of leadership development models over recent years, these models fail to account for the differentiation in leadership training and development (LTD) practices found between organizations. We conducted an exploratory, multiple case study of formal leadership training and development in 10 organizations, in different business sectors in the United Kingdom. We show that the strategic focus of LTD was shaped by the business goals pursued by these 10 organizations. We also found the strategic focus of LTD to be a broad contingency factor differentiated by level of impact, which then influenced the pattern of LTD delivery. The findings offer support for a contingency perspective in explaining how leadership training and development is configured in differing organizational contexts. © 2014 Wiley Periodicals, Inc.

Keywords: leadership training and development

Introduction

There exists an array of differing approaches and practices employed by organizations in the pursuit of securing effective leadership capability through leadership training and development (LTD) (Van Velsor, McCauley, & Ruderman, 2010). Despite the absence of an overall theory of leadership development (Avolio, 2007), leadership development models to underpin practice are increasingly appearing in the literature. Day (2001), for example, distinguished between leader and leadership development. He suggested that the former was focused on human capital development, while the latter was far more concerned with fostering social capital. Since then, alternative LTD models have emerged that differ in their levels of analysis. For example, both Reichard and Johnson (2011) and Ely et al. (2010), focusing on leader self-development and coaching,

respectively, have integrated relational perspectives in their analysis of LTD. Others have sought to better understand how LTD impacts at the organizational level, through introducing intermediary mechanisms such as leadership culture (Martineau & Patterson, 2010) and network social capital (Hoppe & Reinhelt, 2010).

These models have offered insights into the theoretical mechanisms that might underpin alternative approaches to leadership development. However, there remains a limited understanding of the factors that shape how organizations configure their leadership training and development (Chartered Institute of Personnel and Development [CIPD], 2008; O'Leonard, 2007). Although writers have suggested the need to link leadership development with the strategic objectives of the organization (e.g., Abernathy, 1999; Conger & Benjamin, 1999), empirical investigations into the strategic organization of LTD

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practices have yet to appear in the literature. In the absence of such studies, the literature on leadership development risks the charge of prescribing a universalistic perspective on its effectiveness. A key step toward developing more expansive and integrative theories of LTD is that their validity can be tested through ensuring that they are more closely derived from the realities of leadership development in practice.

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Through gathering qualitative data drawn from organizations located in 10 different business sectors, we show that the pattern of LTD was connected to the strategic context in which these organizations operated. We find that the strategic focus of LTD comprising LTD goals and leadership philosophy is aligned to the particular business goals being pursued by these 10 organizations. The strategic focus of LTD is then connected to both the level at which LTD is expected to impact (individual, organizational, sectoral, or community) and the pattern of LTD delivery. We make a contribution to the literature theoretically, through identifying a contingency model of formal leadership training and development that helps explain the downstream strategic choices made by human resource (HR) departments in configuring this area of human resource management (HRM). On a practical level, we aim to assist HR practitioners make better decisions in how to configure their LTD, depending on the particular outcomes they expect.

A Contingency Perspective on Leadership Training and Development

Within the broader field of strategic HRM, contingency perspectives have been posited to explain the variation in HR practices found between organizations (Boxall & Purcell, 2008; Michie & Sheehan, 2005; Pena & Villasalero, 2010; Takeuchi, 2009). This posits that organizations pursue different business strategies that require employees to adopt differing behaviors (Schuler, 1989; Snell, 1992). Consequently, HRM practices should also be different if they are to support the particular behaviors thought necessary to implement business strategy (Delery & Doty, 1996). More recently, this approach has been extended to bring new insights into how the adoption of *specific* HR policies and practices may vary depending on an organization's specific needs.

For example, research has found that the compensation strategy pursued was contingent upon business context (Balkin & Gómez-Mejía, 1987). Mayo, Pastor, Gómez-Mejía, and Cruz (2009) have suggested that the adoption of telecommuting in Spanish firms was associated with organizational factors such as size, the proportion of international employees, and variable compensation. A number of studies have also suggested that the nature of human resource development (HRD) is dependent on expenditure, organizational size, and industry (Bartlett, Lawler, Bae, Chen, & Wan, 2002; Lepak & Snell, 1999; Noe, 2002; Van Buren, 2001).

The resource-based view of the firm posits that organizations develop internal capabilities or unique resources in response to the needs and conditions found in their specific operating environments (Oliver, 1997). Those organizations that achieve a closer match or alignment, are able to develop highly valued internal capabilities (organizational culture, knowledge flows, human capital) that enable them to succeed over their competitors, improve organizational effectiveness, and increasingly pursue differentiated pathways for the maintenance, enhancement, and protection of these rare capabilities (Allen & Wright, 2007). On this basis, it has been suggested that training and development should be targeted toward identified groups of employee talent so as to achieve maximum impact on business results (Boudreau & Ramstad, 2004; Lepak & Snell, 1999). Leaders in particular have been identified as representing a particular group of talent whose development can add significant value (Daily, McDougall, Covin, & Dalton, 2002; Mabey & Ramirez, 2005). Following this line of thinking, we should expect the deliberate planning and implementation of LTD to be associated with strategic decisions regarding what type of leadership better suits the particular demands of the business environment (Burgelman & Doz, 2001; Probert & Turnbull James, 2011).

An important consideration is that leadership effectiveness may vary depending on the business context (Alimo-Metcalfe & Alban-Metcalfe, 2001). Stordeur, Vandenburghe, & D'hoore (2000), for example, have shown how organizational culture and structure influence leadership style. Vaccaro, Jansen, Van Den Bosch, and Volberda (2012) have shown how the impact of transformational or transactional leader behaviors on innovation depended on organizational size and complexity. Elsewhere, transactional leadership has been found to be particularly salient where organizations are externally regulated, and there is a requirement for probity and accountability (Bass, 1998; Parry & Proctor-Thomson, 2003). Different organizational

states have also been found to affect leadership. For example, directive leadership is more prevalent when the financial performance of the organization is poor. Distributed leadership has been found to be more effective during times of organizational change (Denis, Lamothe, & Langley, 2001), as well as influenced by organizational climate (Brown & Gioia, 2002). Differences between leadership in public- and private-sector organizations have also been explained due to political influences and bureaucracy (Fernandez & Rainey, 2006). It would seem reasonable to assume, then, that notions of what constitutes leadership effectiveness might vary between organizations and that this should influence strategic choices that determine how the pattern of LTD is configured.

In summary, both contingency perspectives of HRM and leadership effectiveness suggest that organizations should differ in the patterns of strategic choices they adopt in relation to LTD. In keeping with the resource-based view, we need to know more about the factors that give rise to these particular HR choice behaviors between organizations. We make a significant contribution to the literature as follows. First, we seek to examine if the strategic focus of LTD can be found to respond to the idiosyncratic business goals pursued by these organizations. Next, we look for whether support can be found for the strategic focus of LTD as a broad contingency factor that directs LTD toward differing levels of impact. We also examine whether the organizations in the study subscribe to differing philosophies as to what constitutes leadership effectiveness and if these, too, are broadly associated with the primary level at which they expect LTD to impact. Overall, our aim is to offer new insights that might point to organizations pursuing far more nuanced approaches to LTD than has previously been recognized in the HRM literature.

Methodology

The study addressed two broad research questions:

1. How does the pattern of formal LTD differ across organizations?
2. What factors account for the pattern of formal LTD practices that can be found?

Given that the purpose of our research was exploratory in nature and directed toward theory building, we chose to utilize inductive qualitative methods. This enabled us to collect in-depth data on how LTD varied across these organizational settings. Such approaches have been recommended where little is known about the nature of the phenomenon being studied, and where a deeper

understanding of contextual factors can help to explain differences in what is being observed (Eisenhardt, 1989a). Qualitative studies can also avoid problems where significant differences exist between espoused training and learning strategies and their actual implementation (Clarke, 2006; Grugulis & Bevitt, 2006). This approach also enabled us to examine differences between these organizations in notions of what constitutes effective leadership (implicit leadership theories) (Bryman, Stephens, & Campo, 1996) and how this is reflected in the characteristics of LTD observed.

A multicase design was selected in order to generate sufficient data that a multilevel perspective could be brought to analyzing LTD variation across organizations and draw cross-case comparisons (Garavan, McGuire, & O'Donnell, 2004; Yin, 2003). This required a broad spectrum of organizations to be included in the research so that individual-, organizational-, and community-level perspectives of LTD could be identified. We also wanted some degree of comparability between the organizations, given that expenditure and size have previously been found to account for differences in HRD (Bartlett et al., 2002). We therefore approached large organizations (> 5,000 employees) that operated nationally and possessed large leadership academies representing significant expenditure (where specific budgets over £250,000 are set aside for LTD) in this area of HRD. We initially contacted 14 organizations across both the public and private sectors where we had knowledge that leadership academies existed. Of these, 10 agreed to take part in the study drawn from the following sectors:

1. Police service
2. Health service
3. Local government
4. Higher education
5. Risk management
6. Telecommunications
7. A charitable (third-sector) organization
8. The Anglican clergy
9. Cultural industries
10. Social care

We adopted a multisource approach to our data collection, involving (1) interviewing key informants from each of the organization's HR leadership academies; (2) undertaking documentary analysis of LTD programs and materials; and

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(3) where possible, contacting two leaders (LTD recipients) who had participated in the formal leadership training and development provided. In this way, we were able to triangulate and validate the data we obtained initially from key informants. A list of all those interviewed can be found in Table I.

Interviews with Key Informants

We used in-depth, semistructured interviews to collect data about the processes occurring in naturalistic settings (Patton, 2002). We conducted interviews with two senior managers from all but one of the 10 leadership academies (where only one senior manager was available). Senior managers (usually deputy director or equivalent) at each of the leadership academies were initially contacted by e-mail, inviting them to take part in the study. This was then followed up by further e-mails and telephone calls to arrange for interviews to take place. Interviews ranged from 60 to 90 minutes in length and were based on a semistructured interview protocol (see Appendix). These questions were designed to elicit participants' views on what constituted effective leadership in the organization, the nature and characteristics of LTD processes, and how these were shaped by environmental and business context. These questions

were then followed up with probes to obtain illustrations of how LTD strategy operated in practice. In all instances but one (police service), interviews were digitally recorded and then transcribed for coding.

Documentary Analysis

We requested brochures describing the LTD products offered in each of the academies, as well as any written reports that had been produced outlining their business and HRD strategies. We also obtained evaluation reports from five of the academies of various LTD activities that they were involved in. These provided detailed information relating to philosophical approaches to leadership and the goals of LTD programs. In all instances, we also inspected websites that contained information describing LTD activities and processes, and often an overview of the expected outcomes or impact of the LTD they were offering.

Interviews with LTD Recipients

We obtained information about the nature of LTD provided by these 10 leadership academies from individuals who had been on their leadership programs, again using a semistructured interview protocol (see Appendix). We did this for two key reasons. The first was to obtain data from an

TABLE I List of Interviewees

Leadership Academy	Staff Interviewed Face-to-Face	Recipients of LTD Interviewed by Telephone
Health care	Assistant director for leadership	Hospital consultant Director of nursing for community health services
Third sector	Deputy director OD manager	Deputy director of drugs agency Finance manager, housing association
Risk management	Head of Performance and Coaching Training manager	Quality and safety senior manager Grade 4 technical officer
Higher education	Director of research Training associate	University director of HR University faculty dean
Anglican ministry	Reverend Canon, director for Mission and Ministry Lay training administrator	Parish priest Church administrator
Police service	Chief inspector Training manager	Sergeant
Telecommunications	HR training manager Training consultancy partner	Customer service manager Business change leader
Cultural industries	Deputy director Policy manager	
Social care	Head of leadership development Training consultant	Care home director Social care commissioning manager
Local government	Director of leadership training	Local government director of planning and regeneration

additional source that would help triangulate our findings, that is, confirm regularities in our data (O'Donoghue & Punch, 2003). Our second reason draws on insights from the HRM literature that differences in perceptions can often exist between policy intentions and its translation in practice (Clarke, 2006; Purcell & Kinnie, 2007). The perspectives of LTD recipients would therefore offer an alternative source of data from which to identify any significant discrepancies in the patterns in our data and offer an additional mechanism for checking our understanding of our emergent theory (Eisenhardt & Graebner, 2007). Not all leadership academies were willing to provide us with lists of those who had attended programs, and those that did supplied us with a limited number of contacts. Given the seniority of most of these, we decided that a telephone interview would be more likely to secure participation in the research. We had concerns regarding the extent to which we could guarantee the anonymity of all those we could contact, which we felt would impact on disclosure. We therefore conducted a much smaller number of interviews than we had initially intended. Consequently, we were able to conduct telephone interviews with 16 leaders who had participated in the LTD activities provided by their academies. These leaders had attended LTD programs from all but one of our participating academies. Following a semistructured interview format, data were elicited relating to the nature of LTD activity undertaken, how this was designed to improve their effectiveness as leaders, and how they had obtained access to LTD. Recorded telephone interviews were also transcribed.

Data Analysis

We adopted an iterative approach to the analysis of our data, which proceeded in tandem with data collection from our interviews. Both authors were involved in data collection and analysis. This meant we met at regular periods over the four months during the time we conducted interviews in order to share data and insights and cross-reference this against the LTD and HRM literature. In this way, we were able to make constant comparisons between the data and our emerging theory (Miles & Huberman, 1994). Our data analysis proceeded in three steps. The first step was open coding. This involved one of the authors and a postgraduate research student content coding each of the face-to-face and telephone interview transcripts. To do this, we developed an outline coding scheme derived from previous theoretical perspectives and empirical research examining the contextualized nature of training and development (Kuchinke, 2003; Sambrook, 2001;

Wognum, 2001). Following recommendations by Garavan et al. (2004), we also adopted a levels-of-analysis perspective. This work suggests that the goals of HRD will differ depending on whether an individual, organizational, or a more broadly societal/community perspective is taken. This meant that we needed to be conscious of LTD operating at different levels and that these different levels may be associated with different notions of LTD effectiveness as well as delivery.

An initial list of 11 codes was generated that identified the goals, focus, nature of content, target participants, sector, type of delivery and expected impacts, concept of leadership within the range of LTD provided alongside the business organization, and business conditions. These codes were derived from our initial coding scheme based on the literature. After this first stage of analysis, the two coders compared codings and identified cases where agreement had not coincided. Agreement was then reached through consensus on assigning a code. A further 12 codes were then developed inductively as new areas emerged from further analysis of the data and as more data were collected, until a stage of theoretical saturation was reached (Glaser & Strauss, 2009). We arrived at this stage when we felt we could find no more meaningful categories from our data that, when cross-referenced to theory, were pertinent to our study.

Our next stage involved data reduction, where we grouped these 23 initial coding categories into 8 broader themes that grouped together initial categories and which captured significant characteristics of the nature of LTD in these 10 organizations (see Table II). After this initial analysis, we referred our findings and inferences to the second author to validate both our coding approach and how we were making sense of the data. We then displayed our 8 categories for each organization in a matrix (Table III), and sought to triangulate our documentary evidence against our 23 initial coding categories. Our documentary evidence was able to provide additional support for 10 of these initial coding categories (see Table IV). In the final and most complex stage of our analysis we conducted cross-case analysis (Strauss & Corbin, 1990; Yin, 2003). Here, we examined differences and similarities in LTD between these organizations and

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TABLE II Coding Categories and Broader Themes

Coding Category	Sample Excerpt Illustration	Broader Theme
Sector	"So we advocate on behalf of the cross-cutting issues that voluntary and community organizations face."	Environment
Degree of change	"We've already started to shift our approach ... because its leading and managing in a downturn ... and how to manage change in a period of constriction."	
Velocity	"... but ultimately the business has doubled in the last 3 years and ... would like to see it double again in the next 3 to 4 years."	
LTD outcome career pathway	"So the leadership development center ... shows how you're getting from skilled professional, through first-line middle management, upper management, whatever."	Strategic focus
LTD outcome performance	"... a HR transformational team globally that will concentrate specifically on the development of leaders to a higher standard so they can manage performance."	
LTD outcome innovation	"We've started the roll out of a leadership program ... and the context is very much about us going through a major transformation in the way we do business ... transforming the business model."	
LTD outcome capacity	"We were set up in 2004 as a result of the government push for modernization across the public sector ... our brief was to build capacity and leadership governance across the sector."	
LTD outcome social	"If you look at some of the really tricky issues facing society, such as poverty, climate change, social cohesion, um ... those issues are only going to be successfully addressed if leaders work beyond the boundaries of their organizations."	
LTD goals	"Increasing customer satisfaction through their ability to use some of the tools and techniques that they've applied from the program."	
Target participants	"We select between 20 and 25 outstanding individuals, typically mid-career with 10 or more years experience."	Major products/ Services
LTD program	"More recently we've launched an emerging leaders program called Leadership 2020 and that's bringing together people who have been deemed ... potential to have major leadership roles in civil society organizations."	
Assessment center	"... Between grade 3 and 4 they'll need to go on a developmental center, do a range of exercises that are observed by our senior managers to assess whether in fact they're putting both their knowledge ... and whatever else we've trained into practice."	
Residential	"We have a program that's a two-day workshop, that's residential, and its based on trying to bring 8 to 10 leaders together from different parts of the business."	
Competences	"We did a lot of work on the assessment of leaders against our leadership behaviors."	Behavioral framework
Learning philosophy	"... It's absolutely paramount that they, um, keep up their personal development plan, basically ... and what we are expecting from them and how they will be assessed from time to time."	LTD content
Learner directed	"... a belief that leadership development is best built round those individuals, and much of the content of the program determined by individual choice according to those needs."	
Organization directed	"... so its all modular, and, you know, there's a sense that they want all their leaders to go through a sort of core curriculum."	
Mandatory attendance	"It's necessary if you want to you want to pass up the ranks anyway because you have to go through the training that's set down."	Participation criteria

TABLE II Coding Categories and Broader Themes (Continued)

Coding Category	Sample Excerpt Illustration	Broader Theme
Voluntary attendance	"Ours is voluntary. That's a huge difference. In other organizations they're, er, its compliancy, they have to attend and that's a huge difference."	Participation criteria
Invited/Selected attendance	"... so we had a slim lined application and then a two-day assessment center with criteria for people to see what they are judged on for each exercise ... then a meeting where we sift through it all then select our 18."	
Leadership beliefs	"A lot of our ideas have to do with understanding ... er ... something about complex adaptive systems, so we would see a core theoretical concept as being based around that."	Leadership philosophy
Leadership model	"The key notion that we would suggest was that we wanted inspirational leadership ... and courageous leadership."	
LTD values	"To establish credibility with the organization and its people, and to be passionate about, you know, what we actually want to take this organization forward the next 25 years."	LTD values

attempted to identify whether patterns existed in the nature of LTD and what factors might account for this. The use of this multiple case study approach enabled us to strengthen our data validation through examining and exploring ongoing inferences gained from one case within the context of the other cases (Eisenhardt, 1991). We maximized the trustworthiness of our data through taking written notes during interviews, and checking back for understanding of what had been said during the interview to clarify any early inferences being drawn. We also sought further validation for our inferences by sending a copy of early findings to those key informants who had participated in the research, and requesting views on our data and summary conclusions. No significant issues were raised during this process.

The 10 Cases' Strategic Context

We collected data relating to the strategic context in which these leadership academies were based in order to help us identify if and how LTD was informed by either the business goals or the environment in which these organizations operated. All academies apart from one (Social Care) had been operating for more than three years at the time of the study. Brief descriptions of each of the 10 cases now follow, with further details shown in Table V.

Police Service Academy: This academy is responsible for providing leadership training and development to one of the largest police forces in the United Kingdom. This is set against a context of significant national reforms in policing. The UK coalition government's consultation document, "Policing in

the 21st Century: Reconnecting Police and the People" (Home Office, 2010) has set out the most radical changes to policing in 50 years.

Higher Education Leadership Academy:

The business context here is identified as one of intensification of change due to changes in the funding regime of universities, a far more competitive market for student recruitment nationally and internationally, and the need for improved governance in order to manage the need for more efficient and cost-effective resourcing.

Third-Sector Leadership Academy: The most significant strategic challenges facing this academy are associated with continuing to raise income to support charity work when direct grants from both central and local government are drying up.

Social Care Leadership Academy: The strategic context here is informed by government policies for a "transformation" in social care that places greater emphasis on the rights of service users to manage and commission their own care and in the emergence of new models of care delivery.

Cultural-Sector Leadership Academy: Leadership training and development was designed in direct response to various reports on the state of leadership within arts and heritage organizations in the United Kingdom, suggesting a state of crisis.

Risk Management Leadership Academy: The strategic context here was primarily the organization's growth strategy across all its business streams including transportation, energy, marine technology, and management systems.

TABLE III Cross-Case Analysis of Leadership Training and Development

LTD Dimensions	Higher Education	Health Care	Social Care	Telecommunications	Cultural Industries
Goals of leadership training and development	“The emphasis is much more on inspiring and motivation staff for whom you’ve got no line management responsibility.”	“Skilling people up only in improvement technologies wasn’t enough ... what are those [leadership] interventions that actually allow people to put some of the ideas in to practice in a sustainable way in order to get that knock on effect in terms of patient outcome, improve outcome, improve quality, improve patient experience.”	“We’re trying to see if we can unify the sector a bit more, and the obvious place for us to start I think is around the kind of values and principles of care. So part of the target outcome of all of this activity is a thread running through the whole sector which is some common agreement about the values and, you know, the purpose of care.”	“BT is going through a major transformation in the way they do business ... it’s becoming ... aspiring to become a global leader. So they’re literally transforming their business model.” “The purpose of the Vital Vision program is to foster relationships between leading government decision makers, our research partners, and ourselves.”	“We’re trying to strengthen leadership in the cultural sector ... to help that talent flourish and to encourage as many people as possible to engage in this creative activity we need strong leaders.”
Strategic focus	1. Individual: Career Pathway 2. Organization: Performance 3. Sector: Capacity Building and Governance	1. Sector: System Change 2. Community: Health Gain	1. Individual: Career Pathway 2. Sector: Capacity Building 3. Community: Well-being	1. Organizational: Performance/Transformation 2. Community: Social Gain and Customer Relationship	1. Sector: Capacity Building and Culture Change 2. Sector: Economic Gains
Major products and services	1. Development Programs a. University governors b. Executive and senior managerial staff c. Aspiring deans and directors 2. Conferences; 3. Coaching Service; 4. Consultancy & Bespoke Training; 5. Network	1. Leadership Development through Quality Improvement in Health (OD) (18) 2. Training Programs 3. Fellowship Program	1. Fellowship Scheme 2. Aspiring Leaders (20) 3. First-Line Managers	Training Programs for (a) Inspirational Leadership: First/Second line managers (b) Vital Vision: CEOs from across the public sector	1. Fellowship program (20) 2. Residential training courses 3. Board/Governor training and development 4. Network 5. Special projects
LTD Content	1. Specified and responsive 2. Specified and responsive	1. Combination of specified & emergent 2. Specified 3. Participant directed on fellowship program	1. [Still under development] 2. Specified 3. Specified	1. Specified 2. Specified and responsive	1. Participant directed on fellowship program 2. Specified and responsive
Behavioral Framework	Yes	No	Yes (in development)	No	No
Participation criteria	1. Voluntary, subject to position/role	1. Targeted and invited 2. Voluntary subject to interview and criteria	1. [Still under development] 2. Voluntary, subject to position/role 3. Voluntary, subject to position/role	1. Mandatory 2. Voluntary/By invitation	1. Voluntary/Subject to interview and criteria

LTD values	1. Dignity at work (including respect) 2. Authenticity 3. Professionalism and credibility	1. People can change 2. Passion for quality 3. Discovery	1. Empowerment 2. Dignity and respect 3. Equality	1. Trust (integrity)* 2. Integrity (backbone)* 3. Authenticity (sensing)	1. Rigor and courage 2. Generosity 3. Flexible and adaptive
Leadership philosophy	Transformational leadership	Leadership in complex organizations	Relational leadership	Transformational leadership/ (Heroic)*	Heroic
LTD Dimensions	Risk Management	Police Service	Third Sector	Anglican Clergy	Local Government
Goals of leader-ship training and development	"A director who wants to take the business from here to there in 3 or 4 years time ... and we have a perennial problem of performance."	"We aim to help improve operational performance and service delivery through effective leadership capability in all ranks and grades."	"If you talk to people who are doing a combination of influencing government, attracting in money from a vast range of sources, providing services, undergoing change and keeping all your volunteers with you, that gives you the kind of range of skill sets which is uniquely challenging. ..."	"To give clergy the confidence to do the job that we're now asking them to do ... reconnecting with passion and vocation ... to help them respond to the current mission of the church."	"We believe that to develop leaders ... we're more in the role of wisdom—leadership is more in the role of wisdom than in skill or in knowledge. So we do a little bit of knowledge, a little bit of skill, but a lot of the work is contextual."
Strategic focus	1. Individual: Career pathway 2. Organizational: Performance 3. Community: Confidence	1. Individual: Career pathway 2. Organizational: Performance and culture 3. Community: Confidence	1. Organizational: Performance 2. Trustee conference	1. Organizational: Innovation 2. Community: Social goals and justice	1. Sector: Innovation 2. Community: Social goals
Major products and services	1. Training programs for (a) First-line managers (b) Middle managers (c) Senior managers 2. Assessment centers	1. Training programs for (i) Program leaders (ii) Command leaders (iii) Team leaders 2. Open programs and masterclasses 3. Assessment centers	1. Training programs for (i) Trustees (ii) Senior managers (iii) Emerging leaders 2. Trustee conference	Residential leadership training for incumbent clergy in post for two years	1. Leadership through problem focus (OD) 2. Residential leadership training program for councilors and CEOs
LTD content	Specified and responsive	Specified and responsive	Specified and responsive	Specified	1. Emergent 2. Specified and responsive No
Behavioral framework	Yes	Yes	No	No	No
Participation criteria	Mandatory	Mandatory and voluntary	Voluntary/Subject to position/role	Voluntary/Subject to position/role	1. Voluntary 2. Targeted/Invited and position/role
LTD values	1. Personal integrity 2. Credibility 3. Passion for new	1. Proud to deliver quality policing 2. Build trust by listening and responding 3. Respect and support each other 4. Find ways to be even better	1. Passion for social justice 2. Fairness 3. Caring	1. Service 2. Partnership 3. Discernment	1. Politics matters 2. Integrity 3. Systems thinking
Leadership philosophy	Transformational leadership	Transformational leadership	Distributed leadership	Servant leadership	Leadership in complex organizations

* Alternative terms used in semistructured interview.

TABLE IV Triangulating Documentary Data with Interview Analysis and Interpretation

Category	Sample Illustrative Documentary Passages	Source	Interpretation
LTD outcome innovation	You will learn about leading through change and to help staff and stakeholders come to terms with a new operating environment; you will learn what it takes to lead individuals, teams and organizations to innovate and be introduced to a process for innovation illustrated by a case study.	Third sector course material	Strategic focus of LTD is at the organizational level.
LTD goals	The leadership academy should not be seen as a training institute for those with management responsibility "to attend" but a more visionary concept not only raising the profile ... but also driving organizational and cultural change across the ... police service.	Police service HR report	Strategic focus of LTD is at the organizational level.
Learning philosophy	The fellowship program aims to shape leaders through in-depth learning, tailored as far as possible to the needs, aspirations, and circumstances of about 25 individuals a year.	Cultural sector Web page on LTD	The content of LTD is more responsive than directed.
Velocity	Our society and culture are changing. The whole context of ministry is radically different from what it was when most clergy undertook their initial theological training ... applied to the mission of the church.	Church Web page on LTD	LTD is responding to changes in a low-velocity environment.
Degree of change	As ... geared up for a major people transformation, which would see the organizational structure turn on its head, resource management take on the shape of a professional services model, and career paths completely restructured, the executive team realized they would need to create change agents within to support and influence the change process and ensure its success.	Telecommunications Website report	LTD is being implemented within the context of transformational change.
Invited/ Selected attendance	In order to be eligible for the program, candidates need to meet the following selection criteria ... there are six stages to the selection process.	Risk organization course material	LTD is seen as a valuable resource associated with status.
Competences	The leadership qualities framework has been developed to support the transformation of adult social care through transformation ... the behaviors described within the LQF represent the core leadership skills required by people at all levels.	Social care leadership strategy report	A behavioral framework is used for LTD to support career pathways.
LTD outcome social	We have moved from a focus on developing individuals to exploring the relationship between leadership and quality ... leaders have carried out improvement projects ... introduction of a rapid assessment service to an acute orthopaedic service helped reduce waiting times.	Health care impact report	Strategic focus of LTD is at the community level.
LTD outcome performance	An increased focus on accountability and performance ... greater internationalization. These challenges pose in stark terms the question of how leadership development can be made more effective, and how its impact on the performance of higher education institutions can be more closely evaluated.	Higher education stimulus paper	Strategic focus of LTD is at the organizational level.
Leadership beliefs	We are exploring what it takes to deliver improvement more systematically through whole organizations and health care systems. We are building an influential cohort of leaders with the skills to make a real difference to the quality of the health care systems they work in.	Health care annual report 2011	Leadership is located within systems.

TABLE V The Strategic Context of the 10 Leadership Academies**Leadership Academy**

Police service academy	Recent legislation has been presented to the UK parliament highlights reform in three key area: (1) reconnecting the police with the public (principally through the creation of local police and crime commissioners responsible for local planning); (2) the creation of a national crime agency; and (3) severe fiscal constraints. The LTD strategy is about addressing the following strategic concerns: (1) to identify key transitions and talent pools to respond to the value for money and operational skills challenges of the service; (2) to identify the legal framework for assessment and the promotion process; and (3) to develop a shared vision within the service. The first two of these concerns place an emphasis on leadership training and development as a means to facilitate career development within the service. The third of these emphasizes a role for LTD in developing a shared culture that reinforces the standards needed for police practice as a product of democratic debate.
Higher education leadership academy	The LTD strategy is heavily focused on capacity building, which is about developing the leadership skills of mostly senior managers (institutional leadership) rather than the leadership of academic work. Much of the concern is about how leaders can be given skills to motivate highly expert and creative staff, who by nature are highly autonomous. This is against a background where the nature of leadership that either exists or is needed in universities is not well known.
Third-sector leadership academy	The cuts in government funding has placed an emphasis on the need for the third sector to become far more entrepreneurial, increasing its role in either the delivery of public services or running shops or social enterprises. The third sector employs about 2% of the UK workforce, but there are concerns whether they have the necessary skills to meet the challenges of the new economic landscape. There is very little in terms of career development for leaders, so the focus tends to be on providing training that focuses on how to lead change and innovation and on good governance.
Social care leadership academy	Social policy concerns have placed significant emphasis on ensuring that quality standards in care services are maintained. To facilitate this, there is a social-care-sector skills agreement that has identified the skills needed at all levels of the workforce to ensure standardization and a qualification strategy. The LTD strategy is concerned with carrying this through to leadership levels and in ensuring that training is provided to meet the skill needs required for post holders at all these levels.
Cultural-sector leadership academy	The national training organization for the performing arts sector warned of significant underinvestment in leadership development and a strong undercurrent of antimanagerialism, which together was undermining aspiration and would have disastrous economic effects (Metier, 2000). There is a deeply embedded focus on subject expertise that positively inhibits a curator or subject specialist from acquiring the management skills necessary if he or she is to take on leadership responsibilities. Other reports highlight a leadership "vacuum" (Resource: The Council for Museums, Archives and Libraries, 2001). LTD strategy is therefore concerned with building leadership capacity within the cultural sector, to ensure a next generation of high-performing leaders that would be able to lead large arts organizations within the sector.
Risk management leadership academy	Although initially establishing itself as a dominant player in the marine industry, growth in other business sectors was forecast that would see a doubling of profit within four years to reach £1.5 billion. LTD was seen as a playing a chief role in driving through the new growth strategy. This needed a focus on the leadership skills needed to manage change and to improve performance of staff. Employing approximately 8,500 staff globally, the organization has examined all job grades to identify the leadership skills necessary for that level, and put staff through an assessment center to establish leadership skills and allocate training where skill deficits are identified.

(Continued)

TABLE V The Strategic Context of the 10 Leadership Academies (Continued)

Leadership Academy	
Telecommunications leadership academy	The company strategy is to drive broad-band based consumer services and be the network provider of choice. The European Union (EU) has a significant influence on the policy and regulatory environment with EU legislation affecting areas such as fibre access, spectrum, net neutrality, and Green ICT. The European Commission's "Digital Agenda" initiative emphasizes ICT and telecoms as central to Europe's economic growth and recovery. The LTD strategy is to equip leaders with the skills needed to implement projects, identify problems, and provide strategic solutions that align company and business unit goals.
Local government leadership academy	The strategic context facing this leadership academy is dominated by cuts in funding to local government of over 30% in recent years at a time, when demand for services such as adult social care and children's safeguarding is increasing, and where local councils are now taking on new responsibilities in the area of public health. This requires radical reforms if local services are to be maintained focusing on managing efficiency savings but also new innovations in reengineering how services are delivered. Collective working between agencies and local government is seen as key to enabling new solutions to intractable social problems. The LTD strategy is to provide leaders in local government with the skills to develop new and innovative ways of working in partnership.
Health leadership academy	The overarching strategic aim of the academy is to continuously improve the quality and safety of health care in the United Kingdom. LTD delivery is directed toward working at every level of the health care system to develop the technical skills, leadership, capacity, knowledge and the will for change, that are seen as key to real and lasting improvement. The LTD strategy is chiefly concerned with enabling leadership to drive quality improvement and innovation.
Anglican clergy leadership academy	Previously, the diocese has coped with declining clergy numbers by amalgamating parishes into larger and larger benefices. However, during 2010, the prediction was for a 25% fall in stipendiary numbers by 2020. Current predictions indicate that there will be further reductions as retirements are likely to outnumber new ordinations until at least 2025. There is now a need to deploy ministry differently in the future. Responsibility for particular functions or ministries will be shared among the team and qualified laypeople to support managerial and churning functions. Leadership development is emphasized in order to support the diocese's strategy for growth, within the context of decreasing deployment in the numbers of stipendiary. This involves developing leadership skills in both clergy and lay ministry in order to ensure that appropriate leadership capacity is available to sustain the church's mission within the diocese.

Telecommunications Leadership Academy: This leadership academy is located within a major global communications company, with customers in more than 170 countries. With revenues of over £20 billion, it provides services to large corporate and public-sector customers in wide-ranging business sectors and employs 20,000 people globally.

Local Government Leadership Academy: This leadership academy is located within a politically led, cross-party organization that works on behalf of councils to ensure that local government has a strong voice within national government. It is a membership organization with 412 members that aims to support councils so they

are able to deliver local solutions to national problems.

Health Leadership Academy: This academy provides LTD to the National Health Service in the United Kingdom, one of the biggest public-sector employers in Europe. This is within a strategic context of ongoing health care reform in the United Kingdom, including recent changes as a result of the Health and Social Care Act 2012, which has devolved the commissioning of health care for patients to local partnerships of general practitioners (who are allocated budgets to manage).

Anglican Clergy Leadership Academy: The leadership academy is located within an

Anglican diocese in the southeast of England. The diocese strategy makes it clear that it is committed to enabling a praying, worshipping, and witnessing Christian presence in every human community and network in the parishes within the diocese. Each parish will have a recognized “focal minister” who is locally rooted and connected with the wider church and may be ordained or lay.

Leadership Training and Development Strategy Responding to Business Goals

We identified the goals of LTD in each of the academies we looked at to establish what was guiding strategic decisions in the delivery of LTD. We found considerable variation between academies in these goals, and these were connected to broader strategic concerns affecting the organizations in these particular business sectors. We therefore found some support for LTD strategy as a second order HR strategy that was being implemented in response to business goals. Our findings appear to suggest that differing LTD goals, in conjunction with these academies’ leadership philosophies of what effective leadership was, were linked to expectations as to the level(s) at which LTD is expected to impact. We identified four levels of impact: (1) individual, (2) organizational, (3) sectoral, and (4) community (see Figure 1).

Individual-Level Impact: Building Career Pathways

Four of the organizations, higher education, social care, police service, and risk management, identified LTD as a means for more effectively managing human resource planning. In both the police service and the risk management organizations, LTD was tied to designated levels of management. In these instances, LTD was part of a strategy for responding to internal needs for improved performance management, and facilitated probity

and clarity with respect to promotion and career development.

We’ve also got an emphasis on the technical aspect, and that’s being driven by each of the business stream HR managers making sure that we actually have a more robust career path ... that there is a proper methodology for taking one person from a one technical grade to the next. (Training manager, risk management academy)

The risk management academy talked about how the business had grown rapidly over the past five years, and they were now pursuing an ambitious growth strategy expecting to move toward a billion pounds sterling within two to three years and expanding in new areas in the energy and marine sectors. They had put 200 managers through an assessment center, and believed up to two thirds were not capable of leading the organization through the growth needed or driving the new strategy forward. Succession planning was therefore recognized as a pressure point to achieving their strategic goals. This required more defined career pathways and leader development. By contrast, at the social care academy, LTD was being implemented as a response to external labor market pressures. Shortages of appropriately qualified personnel within the social care sector meant a competitive need to attract and retain labor. Offering clear mechanisms for LTD attached to four broadly defined managerial levels was seen as a means to bolster the recruitment strategy given labor market pressures and constraints on available skills.

Our findings appear to suggest that differing LTD goals, in conjunction with these academies’ leadership philosophies of what effective leadership was, were linked to expectations as to the level(s) at which LTD is expected to impact.

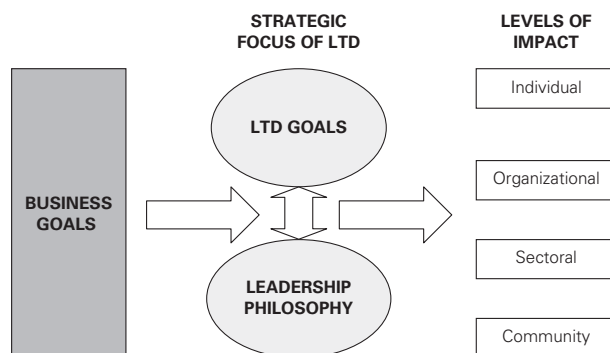


FIGURE 1. The Alignment of Business Goals with the Strategic Focus of LTD and Expected Levels of Impact

[It’s] about opening up the organization ... because, you know, it’s largely unknown, and the opportunities have been largely unknown. It’s about trying to make sure that there’s a pathway of sorts. ... We want to keep those people in the organization and keep them developing themselves and ... have exciting careers. (Head of leadership development, social care academy)

I think it’s trying to standardize things in many ways ... and to go with that would be a common way of working and a common expectation. So these training

courses are all about trying to foster that.
(Care sector: care home director)

Although sharing a similar expectation of impact, the context underpinning this in the higher education academy was different. Here, LTD was shaped by the need for a clearer framework for distinguishing between leadership levels at the senior management level. This was part of a more general strategy for responding to requirements from the government for a more transparent framework of governance within higher education organizations, and to equip these leaders with the necessary skills to operate in a more disruptive environment within higher education (Browne, 2010).

Organizational-Level Impact: Improved Performance and Culture Change

Five of the academies identified organizational-level outcomes as the target of the LTD they offered. Both risk management and higher education identified LTD as contributing to improved organizational performance. With respect to the former, the changing business context was again the driver for this focus on LTD. The risk management organization is a global player involved in long-term projects crossing business sectors in the engineering, marine, transportation, and energy markets. Originally concerned mostly with insuring shipping, the company has seen serious decline in this aspect of the business. At the same time, huge growth opportunities are available if it can successfully exploit and transfer its core technology in risk management. Leadership was identified as needed at all levels of the organization in order to drive through the new business.

Partly about sort of changing the culture of the organization and improving our leadership skills so that we are better placed in the market compared to our competitors. So it's partly about giving them those skills but the culture is more sort of task driven as opposed to team driven so trying to make people recognize that managing their staff, coaching their staff is part of their role. (Risk management: grade 4 technical officer)

A key factor for higher education LTD, was improving performance at the organizational level, through ensuring leaders' were better at engaging and motivating those they lead. This was clarified further, as persuading academic staff to perform behaviors that were more closely aligned to the specific needs of the organization.

... by and large I think it's recognised that most academics feel that they have

allegiance to kind of a global network as opposed to the university particularly. I suppose the major issue is getting academics to recognise that they are actually employed by a particular institution rather than them being freelance. ... (Director, higher education academy)

Within the police service, LTD was about trying to achieve a cultural change. The need to move away from the quasi-militaristic culture that typified the police service was seen as important for a modern police service that was more in touch with the communities it served. LTD in this instance was identified as improving organizational performance through eliciting greater discretionary effort from the rank and file, and obtaining greater ownership of policing issues. This aim was communicated consistently by both senior officers interviewed from the police service, as well as through the academy's website, and reinforced by reference to key government policy (Dobby, Anscombe, & Tuffin, 2004). A key issue was to achieve a greater alignment between resource allocation and leadership accountability in maximizing value for money delivery. Here, then, the chief driver influencing LTD strategy was the need to respond to political changes within their operating environment. In the telecommunications academy, LTD was being used as part of a wider strategy for change management. The organization had changed over the years from initially being state owned to now becoming a leading player within the private sector in the telecommunications industry. A considerable part of the workforce has long tenure, and there are institutionalized labor practices that the organization identified as impeding its global competitive ambitions. A new business model has been put in place that resulted in major restructuring and transformation. Here, the goal of LTD was again improved organizational performance, but primarily as a result of reducing resistance to change and obtaining greater ownership of the change issues. In the Anglican ministry, change, or innovation was also the chief outcome expected. In this case, leadership was seen as enabling the church to continue to serve the local communities and respond to the changing manner in which these communities engage with faith. Here, there was a recognition that innovation was necessary in order for the church to continue to have ongoing relevance.

... there's been recognition certainly from the Second World War that the church needs to change in order to respond to the world in which we're

now living. ... Now the skills needed to start something new, or even to have the imagination that something new might be appropriate, is something we haven't been putting in to our initial training of clergy until ... comparatively recently. (Reverend Canon, Anglican ministry academy)

Sector-Level Impact: Capacity Building and Social Capital

LTD having a sector-wide impact was identified by four of the leadership academies. This was underpinned in each instance by a form of mission statement that identified the contribution LTD was expected to make toward the sector. LTD organized by both the higher education and social care academies identified building leadership capacity within the sector as a clear goal. These were similar in having been established as a result of a wave of government initiatives for securing improved performance and quality, across broad areas of social policy in the United Kingdom. Three further academies, located in the health care, local government, and cultural industries also identified sector-level impact for LTD. Here, however, there was less evidence that this was aimed at building leadership capacity. Instead, LTD was being used more strategically to achieve specific business objectives and to use leadership as a tool for change. Here, a strategic goal of LTD was about developing not just human capital but also social capital:

We're not in the business of necessarily capacity building in the NHS, so what we want is small groups of people, to test out ideas, and then almost as a franchise, you know, through political influence or whatever say 'look, if you're trying to develop leadership for quality improvement, this is what we found worked. (Assistant director, health care academy)

Community-Level Impact: Health, Well-Being, and Social Justice

The final level of impact for LTD was identified as producing outcomes at the community level. For both the police service and the Anglican ministry, LTD was suggested as important for achieving social goals at the community level. The police service discussed the impact of prominent government-backed inquiries into community policing, as underpinning the need for a cultural shift in policing. LTD was therefore seen as a tool through which leadership behaviors would be shaped, that are ultimately reflected in the confidence levels

local communities express about local policing. By contrast, the Anglican ministry saw LTD as helping them to implement the church's social mission, of being of service to and championing the rights of those in need within the community. Leadership training and development within the health and local government academies was also expressed explicitly as being linked to bringing about improvements in health and social outcomes within local communities. These were similar in emphasizing LTD as means to facilitate local system change within local communities:

So we took the cohort to Loughborough and Leicester city centres on a Friday and Saturday night, um, to look at what happens around the night time economy and what happens with drunks bumping in to police ... so a walk on the street, time with the police, time in casualty. So we use the context as very real, and that's where the bulk of our work takes place because we believe that by working on real issues with leaders, um, we help them understand how the way that they are impacts on the problem, and they can see some change and so they're more likely to continue it. (Director, local government academy)

LTD having a sector-wide impact was identified by four of the leadership academies. This was underpinned in each instance by a form of mission statement that identified the contribution LTD was expected to make toward the sector.

Here, we also saw the most substantial evaluative research reports having been undertaken by these academies supporting these goals (Anderson, Malby, Mervyn, & Thorpe, 2009; Burgoyne, Williams, & Walmsey, 2009).

LTD Strategy and Leadership Philosophy

We found a close alignment between the strategic focus of LTD and notions of what constituted leadership effectiveness espoused by these LTD academies. Informants described the appropriateness of a particular way of perceiving leadership as being relevant for that organization. In a number of instances, notions of leadership were articulated as being based on particular leadership models found within the literature.

Transformational Leadership

Both the police service and higher education organizations stated that they underpinned their LTD delivery with a transformational model of leadership. In both instances, they described leadership in terms of a set of transforming behaviors

possessed by a leader. In a similar fashion, transforming behaviors were also identified as constituting leadership within the risk management and telecommunications organizations:

Well, I would say that effective leadership for me is all about creating a vision that can be translated to the followers, and it's about ... its about getting people to believe in that vision, whatever it may be and being able to motivate employees to take that vision on themselves and motivate themselves. (Telecommunications: customer service manager)

There was also some degree of overlap between these organizations, in terms of some of the specific values that they prioritized as underpinning leadership training and development. These tended to capture leader credibility and authenticity, alongside respect and trust, as values associated with leadership.

Heroic Leadership

Both the cultural industries and telecommunications organizations were similar in adopting notions of leadership that placed more emphasis on the leader as a lone operator and crusader for change within the organization:

And the third element is access to a whole range of examples of leadership, so role models if you like. So people who themselves are leaders will come and tell them their story frankly and openly and share their learning ... so, in other words, we're not teaching a particular way of leading, we're helping people find out for themselves how they want to lead and give them the tools to do so. (Deputy director, cultural industries academy)

This was also reflected in the nature of the values that were identified as underpinning LTD. Courage and "backbone" were identified in each of these organizations, respectively, both of which convey individual qualities of a leader that is expected to champion the organization. There was a strong sense that the needs of the organization were such that leadership must take up issues as causes that must be fought and won.

Leadership and Complexity

The health care and local government academies discussed leadership within the context of complexity. Here, although particular leader behaviors were seen as important for forming relationships, this was seen as only a part of a much larger leadership puzzle. As a result, leadership required

knowledge and skills that integrated domains ranging from the technological, political, and environmental to those located in the context of relationships. So when discussing the crux of leadership, it was suggested that:

You know, organizations are complex that its difficult to know what interventions work, that some of it's to do with personal development, other is to do with political savvy. There are some elements of organizational development that are deployed; people try and keep it based in work and make it as real as possible. The difference where we sort of separate out is that we're much more about testing out ideas, so working from an exploratory paradigm. (Assistant director, health care academy)

Servant Leadership

The notion that the church exists to serve communities meant that leadership was understood here as being at the bottom of an inverted pyramid, with clergy leadership defined as offering service to those communities they support:

So, if you like, it's turning leadership upside down, rather than the leader being at the top of a lovely hierarchical pyramid, the leader is supposed, and it doesn't always of course quite work like this, to be, if you like, at the bottom, as it were, supporting other people and their ministries fanning out. (Director, Anglican clergy academy)

The concept of servant leadership was used to provide a framework for making connections between the ministry of the church, individual vocation, and a sense of understanding of how this might be accomplished in the context of significant change.

Distributed Leadership Models

Both the social care and third-sector leadership academies indicated that a distributed perspective of leadership was more closely connected to the values in these organizations:

... the best strategy you're going to get from an organization is by recognizing that you haven't got all of the ideas and that you're surrounded by an organization who can help you to have those ideas and determine a strategy going forward. ... The other thing that I would say about sort of pushing leadership down is that it's suited to entrepreneurial activity

in particular. (Deputy director, charitable organization)

The social care organization had only recently begun to examine the type of LTD programs it would provide and how these might be designed to achieve particular goals. However, the notion of leadership as distributed was articulated by the training manager suggesting that the values of diversity and empowerment should be demonstrated in the content and delivery mechanisms of their aspiring leaders program:

[Leadership] ... I think in social care it's much more about kind of networks and more diffuse ... a kind of sense in which leadership in social care is ... hmmm ... dispersed, that it is much more contextual, than it is around, you know ... influencing others. (Head of leadership development, social care academy)

Patterns Between LTD Strategic Focus and LTD Delivery

The view that LTD should adopt a systems approach that combines training, on-the-job skill development, assessment and feedback, and coaching and mentoring formed a consistent component across all the organizations we looked at. However, findings from our cross-case analysis suggest that broad patterns seem to exist between the strategic focus of LTD and three characteristics associated with LTD delivery: (1) whether LTD was underpinned by a leadership behavioral framework, (2) the nature of the learning philosophy underpinning the delivery of LTD programs, and (3) the criteria regulating participation in LTD programs. It is here that we suggest that the strategic focus of LTD may operate as a broad contingency factor connected to the pattern of LTD delivery.

Building on the initial pattern of findings that emerged from our data, a more comprehensive model suggesting a contingency perspective on LTD can be discerned within the context of this specific study, which we show in Figure 2.

A Leadership Behavioral Framework

We classified a behavioral framework as any set of competences or descriptive behaviors that were tied to differing leadership roles or positions within the organization. We found five such behavioral frameworks in use within the higher education, social care, telecommunications, risk management, and police service academies. In all these cases, part of the focus of LTD was either to offer a clear career development pathway and/or was concerned with securing performance improvements within the organization. By contrast, behavioral frameworks were not found to underpin LTD by those academies where the primary level of impact was expected to be beyond the organizational level.

The view that LTD should adopt a systems approach that combines training, on-the-job skill development, assessment and feedback, and coaching and mentoring formed a consistent component across all the organizations we looked at.

Learning Philosophy

In nearly every academy, the range of LTD activity was segmented based on the target level of leaders, such that LTD for senior managers differed from that for frontline managers. This in itself is neither new nor unexpected. Beyond this, however, we found that the content of LTD delivery could be characterized as being specified, responsive, or emergent. We found that as we move from

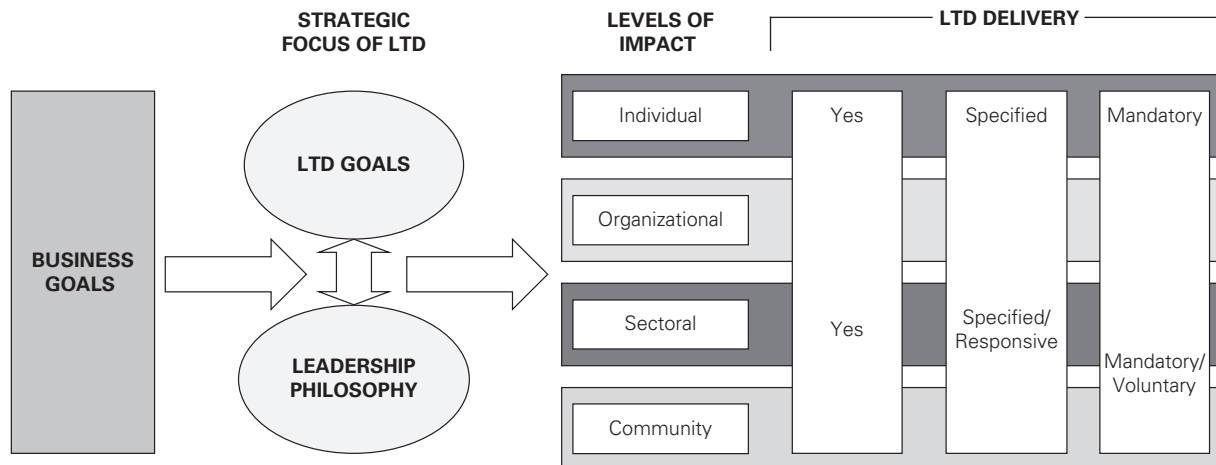


FIGURE 2. A Contingency Model of Leadership Training and Development

individual to broader levels of strategic focus, we observe a general trend in LTD delivery moving away from specified forms of content and structured programs, toward more emergent forms of learning. Initially, where LTD was underpinned by a behavioral framework, then the learning content of LTD was for the most part specified by the academy. This meant that responsibility or power for determining what was to be learned lay far more with the LTD provider. In three instances—the police service, third-sector organization, and higher education organizations—some LTD activity was categorized as responsive, that is, was sufficiently flexible to respond to changes affecting leadership within the organization that potentially might influence the content of leadership development. So undertaking leadership projects would be classified in this category, in contrast to LTD delivery within two academies we categorized as emergent. While also having some LTD provision that could be labeled as responsive, their primary LTD activity was of a very different nature. In the first instance, the fellowship program within the cultural industries was described as being based on a belief that:

... the learning that leadership development is best built round those individuals, and much of the content of the programme determined by individual choice according to individual needs, circumstances and aspirations. (Deputy director, cultural industries academy)

A key aspect here is that participants are in control of commissioning a large part of their own leadership development themselves. They can attend conferences, they can go on study visits, they can do shadowing, they can do almost anything within reason that will help develop them as leaders. Here, then, a significant difference is found in that LTD delivery is characterized by greater responsibility for determining content shifted more toward the participant learner. The nature of learning here we describe as emergent in nature. Also characterized as emergent, but in a different way, was LTD delivery undertaken by the health care academy:

... we talk about people putting ideas in to practice in the work environment.
... So we didn't want them to work on a project, so we've talked about putting ambition in to practice, so what is the ambition of these people and how do they put that into practice, and we're leading them in to developing that ambition over the whole of the 18 month program. (Assistant director, health care academy)

LTD programs were focused on using leadership as part of a wider process for improving quality in health care. Programs were often time limited and worked to a project focus, intervening with LTD activities and initiatives as part of a broader organization development intervention. Participants are provided with training in tools and methodologies in health improvement technology, but then the participant is encouraged to engage in partnerships in and outside the organization to bring about system-wide improvements. These are then evaluated for their impact on health outcomes, within the particular system that is the basis for inquiry. LTD delivery is therefore embedded within a broader organization development model, where quality improvement is underpinned by an action science methodology. There is a major shift away from LTD seen as personal development toward LTD as practice, characterized by emergent learning embedded within the health care context.

The Nature of Participation

Factors associated with the nature of participation in LTD offered a further means by which LTD delivery was distinguishable. Where LTD was directed primarily at the organizational level and toward improving performance goals, participation was often mandatory. In the telecommunications, risk management, and police service, we saw participation in the major areas of leadership training and development as either necessary to demonstrate competence in a leadership role, or else as part of an overall strategy to secure widespread organizational improvements. By contrast, the remaining organizations had LTD delivery where participation was voluntary. Within this grouping, however, an important difference concerned selection criteria. In relation to three organizations—higher education, third-sector organization, and Anglican ministry—eligibility for programs was based on position or role. Evidence that one occupied a senior management role within the organization was sufficient to guarantee participation. By contrast, although participation in LTD offered by the health care, cultural industry, social care, and telecommunications academies was voluntary, in most instances access to these programs was by invitation only. This was particularly the case for fellowship schemes and, in some instances, aspiring leaders programs.

Discussion

Although differences in LTD have been found based on managerial positions and variations in industry specific skills and knowledge, these differences do not suggest any variation in the notion of

what constitutes leadership effectiveness that lay at the heart of them (Castanias & Helfat, 2001). Through undertaking an inductive approach to our analysis, our findings raise the possibility that business goals might have far more influence in shaping the pattern of LTD than has to date been recognized in the literature.

Our chief finding is that the strategic focus of LTD was aligned with the particular business goals each of these organizations pursued. In this sense, the use of LTD was idiosyncratic and was much more consistent with the theoretical position offered by the resource-based view of the firm. When looking at broad-context factors associated with the business environment, we were unable to locate any general trends. We examined two contextual variables: (1) nature of the environment in terms of velocity (i.e., how quickly the business environment is changing) (Eisenhardt, 1989b), and (2) the nature of change facing the organization (i.e., the pace at which an organization is responding). In terms of high-velocity environments, the strategic focus of LTD appeared to be largely concerned with organizational performance (e.g., risk management), but we also found a similar focus in low-velocity environments (e.g., the police service). In those organizations facing transitional change, again we found the strategic focus of LTD to be at the organizational level (e.g., higher education) but also at the community level (e.g., health sector). Instead, we did find that the strategic focus of LTD does represent a broad contingency factor further downstream that connected to the pattern of LTD delivery.

Over two decades ago, Bass (1990) stated that increasing supervisors' human relationship knowledge and skills was a basic goal of leadership training. More recent models have recognized leadership development from a systems perspective, but have still tended toward defining leadership development in terms of the knowledge skills and attitudes required of leadership (Day, 2001; Higgs, 2003). Here, we find that the goals of LTD are far more varied and sophisticated, and appear aligned to wide-ranging business conditions and needs. This we have shown as a first component in our model.

These goals dictate the strategic focus of LTD, which we then found was differentiated in these organizations according to four potential levels of impact. A focus on individual and organizational levels was primarily associated with LTD targeting human capital development. By contrast, impact at the business-sector and community levels was more typically associated with targeting social capital. Although LTD in some organizations shared a focus in building social capital, there

were also differences found as to the rationales for doing so. With respect to the cultural industries organization, social capital was discussed in terms of enabling the individual leader to draw upon greater resources in order to gain support for their vision or actions. Building and maintaining personal networks was therefore seen as a key skill required of leaders, which will enable them to access social capital. Within the local government academy, by contrast, leadership was seen as a means to enable social capital development. Leadership here, then, is concerned with building networks, as these are the conduits through which social capital flows. Leadership is perceived as important inasmuch as it acts as a catalyst for building networks seen as the critical leverage points for system change (Attwood, Pedler, Pritchard, & Wilkinson, 2003).

We also found differences in the ways in which notions of leadership were constructed and its associated values. We identified this as leadership philosophy and suggested that this, too, was shaped by the strategic context facing these 10 organizations. Individual perceptions and information processing are driven by the social schema people hold, as well as by the nature of the situational context in which they are in. Experience also plays a major contribution in how individuals engage in leadership (DeRue & Wellman, 2009). The nature of LTD delivered shapes part of this experience and influences the way in which social constructions of leadership develop. These social constructions of leadership influence wider implicit leadership theories that have been found to determine leadership effectiveness in differing contexts (Epitropaki & Martin, 2005; Lord & Brown, 2004). Gaining a deeper understanding of how LTD practices vary across organizations, therefore, tells us something about how HRM practices can influence the development of organizational notions of effective leadership.

Although our analysis precludes any notion of causation, we do find some broad levels of alignment between LTD delivery and the strategic focus of LTD. This was displayed as we built the second part of our model, specifically, whether it was underpinned by a behavioral framework, the learning philosophy, and type of participation criteria. The use of behavioral competencies in leadership training as a means to shape or regulate behavior has previously been found in a

*Through undertaking
an inductive
approach to our
analysis, our findings
raise the possibility
that business goals
might have far more
influence in shaping
the pattern of LTD
than has to date been
recognized in the
literature.*

number of similar organizations to those explored here (Meese & Ortmeier, 2004; Miller, Watkins, & Webb, 2009). However, a major factor we found differentiating those organizations with behavioral frameworks and those without appears to be the extent to which LTD was primarily concerned with human capital development or instead focused more widely in attempting to improve social capital. The usefulness or appropriateness of leadership behaviors and competences to underpin LTD would appear, then, on the basis of the case study data, to be connected with the level at which LTD is expected to make an impact.

A pattern was also found between the type of participation rules and approaches to learning, and notions of effective leadership articulated by these organizations. LTD programs varied in terms of the perspective on learning (learning philosophy), which underpinned the learning experience. Primarily, this differed in the extent to which the balance of learning lay more toward either predominantly cognitive or social-constructivist frames. So, although “experience” constituted a large part of all LTD programs we studied, this was largely seen as arising from participation in action learning sets and projects, which offered opportunities for reflection and self-development. This tended toward the more cognitivist models of learning (Bruning, Schraw, & Ronning, 1999). Those programs that suggested participants were immersed within problem-based systems, adopted a perspective of learning that tended more toward a social-constructivist perspective. These represent very different sets of values regarding the properties of “leadership knowledge” and how learning can be best brought about. This was reflected in the differences in which LTD delivery was classified as directed, responsive, or emergent. This corresponded with moves furthest away from perceiving leadership solely in terms of interpersonal influence. Emergent learning was very much associated with viewing leadership as part of a wider set of enabling processes that together enable new “emergent” structures to come about (Denis et al., 2001; Marion & Uhl-Bien, 2001).

Theoretical Implications

Together, these findings offer new insights into how LTD, as a subset of HRM practice, can operate strategically within organizations. Importantly, we extend the literature in two significant ways. First, the contingency perspective within the field of HRM has tended to be dominated by what is referred to as the behavioral perspective, oriented toward managing the complete workforce and generally capturing broad notions of HR practice (Snell, 1992). Drawing upon the resource-based

view of the firm, our qualitative data suggest that a contingency perspective can operate in far more nuanced ways—in this instance, in organizations pursuing differentiated sublevels of HR practices that are targeted toward a specific group of employees, believed to offer strategic value. Different sets of LTD practices subscribe different pathways of development that inevitably add different types of value (Wright & McMahan, 2011). Although the “traditional” contingency approach to HRM previously was criticized for being far too broad in its focus on HR policies such as training and development (Boxall & Purcell, 2008), this is the first study to suggest that LTD as a subset of HRM practices might be responsive to business goals and that the pattern of LTD delivery may be connected to the strategic focus of LTD as a contingency factor. Second, much of the writing within the area of HRD has either tended to offer prescriptive, universalistic accounts of how an organization might use learning and development strategically (Garavan, 1991, 2007) or, alternatively, has focused only on internal organizational context influencing strategic choices in workforce development (Clarke, 2006; Kuchinke, 2003; Sambrook, 2001). Our findings, by contrast, suggest that business strategy concerns may well be an important factor that is connected to the pattern of HRD, beyond expenditure or organizational size.

Implications for Practitioners

These findings have a number of practical implications. First, it focuses those responsible for developing LTD strategy to consider how the products and activities in which they invest can be better aligned to the goals and levels of impact they plan for, in particular, through identifying a clearer explanatory framework as to why different types of LTD interventions might be expected to influence either human or social capital development. This should assist better decision making, particularly in relation to where strategic investments in LTD should be best placed. It also highlights the need to consider and make explicit the notions of leadership effectiveness that are appropriate to the organization in which they work. The model seeks to capture a description of the pattern of LTD delivery and how to us it seems to be connected to the strategic focus of LTD in these 10 cases. We are therefore not suggesting this as a prescriptive framework for how practitioners should deliver LTD in their organizations. That being said, the model offers practitioners some concrete areas to explore in considering how their LTD is currently delivered. We frame these as a series of key questions that might be useful as a form of audit of the current effectiveness of LTD.

First, to what extent is the level of impact expected from LTD in the organization connected to the leadership philosophy that underpins the content? Is this the most appropriate perspective of leadership best suited to the business goals of the organization? Next, how are the processes of LTD delivery used in the organization connected to the level(s) at which LTD is expected to impact on outcomes? Here, practitioners can examine the utility of competence frameworks and identify whether they are appropriate for supporting their notion of what effective leadership looks like in their organization. Similarly, can practitioners identify the nature of the learning philosophy that underpins their delivery of LTD, and to what extent does this support the development of the type of leadership necessary for the organization? Finally, what is the rationale behind the nature of how individuals get to participate in LTD programs in the organization? Is there a clear rationale that links participation criteria to the overall goals of LTD? Through focusing on these key questions, we believe practitioners can gather data relating to the links between LTD and the strategic context of their own organization in a more systematic fashion.

Finally, our findings also suggest that HR managers need to consider the appropriateness of particular HRD evaluation models, depending on the levels at which they expect their LTD to impact. In so doing, it moves HR practitioners to consider LTD beyond just individual-level sets of competences, to also incorporating relational and systemic perspectives. Traditional evaluation models that have dominated HRD, such as four-level evaluation (Kirkpatrick, 1996) and return on investment (Stolovitch & Maurice, 1998), would seem too narrow in scope to guide evaluation efforts when the outcomes of LTD are expected to have broader impact beyond the organization or to sufficiently integrate social capital outcomes. Instead, more innovative evaluation models that include a focus on formative evaluation and identify intermediary processes associated with organizational outcomes, such as learning culture (Martineau & Patterson, 2010) or social capital (Clarke, 2012; Hoppe & Reinhelt, 2010), may offer far more useful frameworks. Broader, community-based evaluation models also offer new approaches that rarely have been applied within LTD but could also be adapted to capture wider systemic effects (Alder & Kwon, 2002; Peterson, 2002).

Limitations and Future Research

We acknowledge that our focus on *formal* leadership training and development could be seen as a limitation of the study. Given that a considerable

amount of leadership development includes learning on the job and self-directed learning, we only capture a discreet form of LTD activity. Since we collected data at one point in time, we were also unable to show whether formal LTD evolved within these organizations in response to changing circumstances. It would be interesting to identify if notions of effective leadership shift in response to changing business conditions and how this then impacts on LTD. Our study was also confined to examining 10 leadership academies, all of which represented service-sector organizations. Future studies that examine LTD within manufacturing organizations would help to establish whether a similar contingency model of LTD that is suggested by our findings from these 10 organizations can also be found. Further research might also explore whether similar variations in alignments between business context and employee development approaches can be found with other groups of employee talent considered to add strategic value to organizations. For example, valued knowledge workers or those involved in research and development. Finally, our qualitative study is based on data we collected from only 10 organizations, and so we do not make any claims regarding the generalizability of our findings. Our in-depth data, however, lead us to suggest that further research using both similar and alternative methodologies may help us to build a more refined understanding of how LTD pursued by organizations may operate in a strategic fashion.

We propose that our model can serve as a basis for developing future research in this area. More in-depth qualitative studies should explore the alignment between LTD goals and business context across a broad spectrum of organizations. We are particularly interested in how differing business goals may shape the level(s) at which LTD is expected to impact and other characteristics of LTD delivery to those we identified here. Quantitative studies might also examine the relationships between expected level of impact and the pattern of LTD delivery based on our three characteristics of the behavioral framework, learning philosophy, and participation criteria. Large-scale surveys that examine relationships between these variables will help confirm the explanatory power of our model in positing that the strategic focus of LTD is a broad contingency factor influencing the pattern of LTD delivery in organizations.

Future studies that examine LTD within manufacturing organizations would help to establish whether a similar contingency model of LTD that is suggested by our findings from these 10 organizations can also be found.

Conclusions

We found LTD in 10 organizations to be shaped by multiple goals and associated with varying levels of expected impact. Our findings appear to suggest that LTD goals were aligned with these organizations' business strategy. We showed how notions of leadership effectiveness are connected to the LTD strategies that are pursued and the programs that support them. We presented a contingency model of leadership training and development inductively from our data. This proposes that the strategic focus of LTD may act as a contingency factor connected to the pattern of LTD delivery. In so doing, we contribute toward building theory in

this area that is embedded in the realities of LTD practice as we saw it within 10 organizations.

Our study offers a new insight into how leadership and development might operate strategically, suggesting a more nuanced contingency perspective. If the broad goals of HR as a profession are to enable organizations to make strategic choices regarding how to invest in the development of leaders, then a greater understanding of those factors influencing alternative LTD pathways is necessary. Future studies that seek to build and extend on the explanatory model of formal LTD practice suggested here should help us to move closer to that goal.

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APPENDIX Semistructured Interview Schedules*Key Informants*

Introduction: Introduce yourself, thanks for time, explain purpose of the research.

1. Can you tell me about yourself and the role you have in relation to leadership development here?
Probes: Level in organization, who has responsibility for LTD, is there an LTD strategy?
2. What are the major leadership challenges do you think you are facing?
Probes: The nature of the business environment, rate of change, business priorities and strategy.
3. What type of leadership programs do you provide and who are they for?
Probes: Leader levels, accessibility, learning philosophy, organization and delivery mechanisms, the goals of LTD.
4. Is the leadership training and development you offer underpinned by particular values or perspectives of leadership?
Probes: Organizational culture, leadership model or theoretical perspective, what is seen as effective leadership here, does the context make a difference—differences with other sectors, how do the values shape LTD delivery?
5. Are you able to evaluate leadership development here, and how does that happen?
Probes: Outcomes of LTD, evidence of impact, HRD orientation.
6. Are there any plans for changes to the way leadership development is undertaken here?
Probes: Shifting context, rationale for changes.
7. Is there anything else you would like to tell me about the leadership development you provide that you think we haven't already covered?
Closing: Check back understanding of key areas, seek clarifications if necessary, follow-up later for verification, thanks.

LTD Recipients

Introduction: Thanks for time, explain follow up from e-mail, purpose of the study.

1. What role do you have in your organization?
Probes: Leadership responsibilities, level, nature of business.
2. I would like to ask you about your experiences of leadership training and development over the past two years. Can you tell me about what the program was you took part in?
Probes: Name of program, duration, why did they attend, how did they apply.
3. Can you tell me what you gained from that particular leadership development?
Probes: How does perception compare with the stated aims of the program, how did the program help them to be a better leader, connections between program and organizational goals, program approach to learning.
4. Finally, can you tell me what you think the major challenges are facing you in your leadership role today?
Probes: Business strategy, challenges facing the organization, nature of the environment.
5. Thanks again; mention follow-up for checks.

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