BUILDING LEADERS

A CLARION CALL FOR STRENGTHENING MID-LEVEL LEADERSHIP DEVELOPMENT

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Advisor: Joe Henderson | HARVARD NPLI EXECUTIVE META LEADERSHIP; JUNE 2021
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I. INTRODUCTION: ICEBERG DEAD AHEAD!

People look to leaders during a crisis. Leadership matters. Companies depend on it and our nation relies on it. Like any other skill, leadership takes time and practice. Efficacy fades with time and atrophies without use. We never know when the next national crisis will emerge. We must be ready to lead.

Leading through the unanticipated pandemic was extremely difficult. At the national level, leaders from across federal organizations scrambled to provide clear guidance to lead their organizations and coordinate a national response. COVID brought a tragic cost with over 545,000 lives lost to the Coronavirus to date. In addition to the loss of life, growing attitudes of divisiveness permeate across the Nation. Rather than a unified spirit to combat the virus, similar to that found in the country after the deadly 9/11 attacks, we have seen civil unrest. Federal, state, local, and commercial organizations are in need of talented leaders to point the way forward through this crisis and the next.

This crisis, as well as leadership gaps in our own organizations, inspired our team (nicknamed Baby Yoda) to research leader development strategies across government and non-government organizations. Our premise is that deliberate leadership development in the early and mid-level careers equips future leaders with the skills needed in times of crisis. With this in mind, we interviewed and surveyed multiple organizations to find best practices and recommendations for leader development programs.

Our goal was to determine best practices and build a comprehensive leader development syllabus for junior and mid-level managers, so that we can help organizations develop future national leaders. Where applicable we identify links from our research to the Harvard National Preparedness Leadership Initiative (NPLI) Meta-Leadership toolkit. Along the way we found common threads and unique strengths in different organizations. Our hope is that organizations will better understand how to develop leaders, connect with other organizations to learn from each other’s strengths, and apply these ideas. Sharing and implementing these best practices will build the bench of future leaders to lead when the next crisis comes.

II. THE LEADERSHIP GAP AND CHALLENGE: TEAM BABY YODA SURVEY AND INTERVIEW RESULTS

In order to understand leader development initiatives across a wide spectrum of organizations, Team Baby Yoda interviewed over 25 organizations and launched a leadership study survey. Respondents included emerging leaders and contributors from a cross-section of the American workforce, including government and private organizations. The list below shows a sampling of these organizations.
Table 1: List of Surveys and Interviews

From the data collected, more than half of the respondents believed that their organizations were not prepared to respond and thrive during national crisis. Of equal concern, more than half of the organizations lacked codified leader development programs. The charts below display the number of responses to two critical questions. The problem is clear: many organizations are not prepared for a future crisis, and they are not investing in the leaders to lead them through it.

Figure 1: Survey questions and results
The challenge is helping organizations see the need to strengthen Mid-Level Leader Development in order for Senior Leadership Development to be better postured to meet future crises effectively. Empirical evidence demonstrated that senior leaders in government, commercial, and Non-Profit, are lacking fundamental and experiential training to prepare them for the national threats of tomorrow.

In addition to surveys and interviews, on March 31, 2021, Team Baby Yoda hosted a Mid-Term Symposium. This lively discussion on the need for Mid-Level Leadership affirmed the above collected data. From both the survey results and the Leadership Symposium, Team Baby Yoda learned that those responsible for organizations’ leader development programs desire a forum to share connective tissue with others wrestling with similar leader development issues. Providing a forum for organizations to connect and share leadership development ideas would provide a venue to share best practices and experiences from across a diversified sample space. This paper attempts to do the same as both private and public organizations can benefit from analyzing and reviewing a compilation of best leader development practices.

III. STRENGTHS - BEST IN CLASS

After 25 interviews and dozens of survey results, Team Baby Yoda found common threads across a multitude of leader development models and initiatives. While most organizations did not possess a comprehensive program, many demonstrated ‘best-practices’ as highlighted in the table below. These ‘best practices’ are explored throughout the paper and include the following concepts: early foundational character development, leader assessments, experiential leadership opportunities, informal career coaching / mentoring, and an institutional culture of leadership.

<table>
<thead>
<tr>
<th>Foundational Development</th>
<th>Assessments</th>
<th>Experiential Leadership</th>
<th>Coaching / Mentoring</th>
<th>Leadership / Learning Culture</th>
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<tr>
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<td>US Army</td>
<td>US Coast Guard</td>
<td>American Red Cross</td>
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<tr>
<td>Booz Allen Hamilton</td>
<td>US Naval Special Warfare</td>
<td>Office of Personnel Management</td>
<td>Cleveland Indians</td>
<td>NASA</td>
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<td></td>
<td>Coca-Cola</td>
<td>Target</td>
<td>Shell</td>
<td>Chick-Fil-A</td>
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<td>Shell Global</td>
<td>FBI</td>
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<td>HHS</td>
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*Table 2: Organizations with ‘Best Practices’ for Leader Development*
IV. LEARN EARLY: FOUNDATIONAL SKILLS

Team Baby Yoda’s research found that some organizations invest in the foundational aspects of leadership in their new employees as potential future leaders. These junior-level primer courses specifically focus on character, the foundation of leadership.

For example, the United States Air Force Academy’s (USAFA) Center for Character and Leadership Development (CCLD) instructs USAFA cadets on the fundamental aspects of serving as a leader of character.¹ The ultimate goal of their leadership development model is to produce Air Force officers who are leaders of character and prepared to make ethical and moral leadership decisions. The Academy follows a three-stage approach to leadership development: Own (pursuit of your identity), Engage (purposeful experiences) and Practice (habits of thoughts and actions), all leading to leaders that live honorably, lift others, and elevate performance. Not surprisingly, we learned that the United States Naval Academy, Stockdale Center for Ethical Leadership, follows a similar model as they prepare future Naval officers and Marines to lead their combat forces around the world.²

Along with the service academies, Walter Reed National Military Medical Center has developed a relatively new program called Leadership Education and Development (LEAD 2.0) to prepare their physicians to be leaders. Colonel (COL) Maureen Petersen, Chief of Graduate Medical Education, WRNMMC, stated, “We direct commission physicians out of (civilian) Medical School, and they put on a uniform, and they are instantly leaders, but they don’t necessarily realize they are leaders. Some of our student residents argue they are physicians and are not in charge of soldiers, sailors, airmen or Marines. However, I argued back to the residents, ‘you are a leader, you are a leader [accountable] of a patient’s health.’” COL Petersen referenced the Meta-Leadership tool of the Cone in the Cube.³ The cone looks different depending on your peep hole. COL Peterson wants her physicians to understand and appreciate different perspectives as they lead and provide healthcare services.

¹ United States Air Force Academy Center for Character and Leadership Development
https://www.usafa.edu/character/
² United States Naval Academy Stockdale Center for Ethical Leadership
https://www.usna.edu/Ethics/about/index.php
³ National Preparedness Leadership Initiative, "Meta-Leadership Tool Kit" (Harvard, June 2020),
This Uniformed Services University (USU) curriculum is a 12-module program, which is conducted one module per month for a one-year period. During training, students are required to learn key aspects of foundational leadership. Upon exploring other organizations, we also found that the Boy Scouts of America (BSA) have a similar model to the USU LEAD 2.0 learning model. The BSA EDGE methodology follows a simple foundational leadership model: Explain, Demonstrate, Guide, and Enable. These two models invest in developing leaders at their early phases of education with the goal of long-term payoffs.

The Presidential Management Fellows (PMF) Program, administered by the Office of Personnel Management (OPM), also acknowledges the importance of investing in foundational leader development skills. Since its inception in 1977, their program provides leadership training for graduate students with stellar academic credentials who are interested in public service. With a singular focus of “developing a cadre of potential government leaders,” the program has placed over 550 fellows in the federal government. The two key elements of the program include participation in a leadership development program and a six-month developmental assignment to a federal agency. While the OPM supports PMFs throughout their tenure in the program, each fellow is responsible for claiming ownership for their learning, career development, and advancement. Access to these foundational skills early in an individual’s career creates the pathway to leadership is essential to developing a successful leadership pipeline in the federal sector.

In the private sector, Booz Allen Hamilton (BAH) created a multi-level, yearlong immersion program for those that are identified as leaders. This training is both synchronous and asynchronous. Each cohort is approximately 40 students, and each class session is broken into quarters for the Vice-President and Partner levels and over 300 students through the Director and Senior Manager levels. The program focuses on the study of Self, Others, Business, and Industry. Networking is also a very significant component of BAH’s leadership development.
It is important to invest early to create broad perspectives and to revisit foundational leadership concepts throughout one’s career. The United States Military’s mid-level leader development program is known as Intermediate Level Education (ILE), historically known as Command & General Staff College (CGSC).4 Major (MAJ) Chad Lewis, Special Operations Command North (SOCNORTH), recently attended CGSC as an advisor. While he is a Special Forces Green Beret and was able to observe large scale military operations at Central Command in the Middle East, it was not until he attended CGSC that he fully understood the entire scope of military organizations. Lewis’ cohort included submariners, logisticians, medical personnel, and aviators. These broad perspectives provided him an understanding of differing responsibilities and operational experiences, which has allowed him to better assimilate and correlate various ideas and concepts. MAJ Lewis shared that he wished the experience of exposure to broader contexts had occurred earlier in his career.

As demonstrated by multiple organizations, early investments in foundational leader development prepares future leaders for roles with increased responsibilities. Organizations can continue to build on these foundational skills and revisit them throughout an individual’s career.

V. IDENTIFYING LEADERS: ASSESSING AND SELECTING FUTURE LEADERS

Organizations that truly care about selecting the best leaders to lead their organizations will conduct an assessment and selection process. Multiple interviews identified the need for leader assessments. Our interview with Lieutenant General (LTG) Daniel P. Bolger (retired) focused on assessing junior and mid-level leaders, specifically referring to the screening process for military schools. In order to enter and graduate, a student must meet qualification gates sequentially. If a student does not pass these gates, further instruction is denied. Bolger noted, “Our society has weakened our leadership ranks with a culture of participation trophies.” According to Bolger, attrition is a benefit, as it identifies and grooms the successful leaders versus the participation trophy model where everyone passes. While some view this philosophy as unfair, LTG Bolger argued that selection standards are critical for mission success. For example, a firefighter unable to carry 125 pounds would also be unable to save a victim from a fire. LTG Bolger stated similar minimum standards are applicable in leadership as well.

In Special Operations, screening is a significant focus of their leadership development model. MAJ Lewis affirmed this model and testified that the Special Operations community utilizes a battery of physical and mental aptitude tests to select the right people for leadership. Team chemistry and emotional intelligence are essential. The Special Operations Assessment

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4 The United States Army Command and General Staff College (CGSC) educates and develops leaders for full spectrum joint, interagency and multinational operations; acts as lead agent for the Army’s leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.
and Selection process is able to quantitatively and qualitatively evaluate multiple metrics for leadership potential during their selection process.

Affirming the principles outlined by MAJ Lewis, retired Navy Captain Chris Lindsay who serves as the Principal at the Leadership Support Network reported the Navy Special Warfare Community has also invested heavily into data science regarding the candidate pool of emerging Navy Special Operators. Lindsay shared that “recruiting and evaluating Naval Special Warfare candidates is more data driven, which may produce a better result.” According to Lindsay, the Naval Special Warfare Command organizes this data into a data card which captures past performance and serves as a tool for counseling and coaching. Leveraging and assessing multiple data points is becoming more common in the leader selection process.

The United States Army Talent Management Task Force recently implemented a new assessment and selection process at the Mid-Level and Senior Level ranks called the Battalion Command Assessment Program (BCAP) and the Colonel Command Assessment Program (CCAP). Approximately ten years ago, the US Army conducted a review of the officer corps selection process which resulted in a pivot, from a data poor and heavily subjective selection process, to a data rich and more objective process. The result was the BCAP and CCAP which combines qualitative and quantitative data into the assessment and selection framework. These new models are completely blind, where the candidates are unknown to the evaluators and assessors. Lieutenant Colonel Anthony Bianchi who served on the Talent Management Task Force observed, “The construct of the new model allows the US Army to take an unbiased holistic view of candidates and weed out potentially toxic leaders or those individuals who are not yet ready to command at the battalion or brigade levels based on the analysis of several vectors of data pertaining to each candidate.” Several organizations have reviewed these models and have suggested that it may be the future gold standard of assessing and selecting future and effective leaders.

The importance of assessing and selecting leaders is applicable for all organizations, not just military ones. The Meta-Leadership principle of the POP-DOC loop is a good example of taking time to analyze the situation and then take action.6

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5 Army Talent Management: https://talent.army.mil/  
6 National Preparedness Leadership Initiative, "Meta-Leadership Tool Kit."
In this case, organizations benefit from assessing who in the organization is suited for leadership. With limited resources and time for leadership development, assessments help organizations invest wisely in the right people.

VI. TRAIN IN THE REAL ENVIRONMENT: EXPERIENTIAL LEADERSHIP TRAINING

Team Baby Yoda learned experiential training is likely the most effective tool to strengthen Mid-Level Leadership Development. Similar to the United States Air Force’s Red Flag Training Center, designed to provide pilots a combat like experience, training in a realistic environment provides some of the best leadership training.\(^7\) We found several strong examples of organizations utilizing experiential training to build their leaders.

Only so much can be learned in a classroom. Rising leaders must experience challenges and crucible experiences in order to truly develop as a leader. The United States Coast Guard Academy (USCGA) has traditionally utilized the classroom for formal leadership training. However, they have learned that experiential training in a real-world environment is more effective. As Charlie Coiro and his USCGA colleague faculty stated, “It is more successful to conduct effective training in ‘dirty water.’” Dirty water refers to training a student in an operational environment, as opposed to the “sanitized” environment in the classroom.

Experiential training is the FBI’s primary method for growing and building leaders. Mike Mason described the FBI’s Leadership Development model of training as “training through osmosis.” The FBI Leadership Development model is very light on formal training and very high

\(^7\) United States Air Force (USAF) Red Flag: https://www.airforcemag.com/article/1100flag/
on experiential training. Unfortunately, this model has its limits. While we have learned that training in “dirty water” is effective, the other building blocks and the foundations of the classroom are an essential part of making experiential training successful.

Determining which leaders thrive under pressure is a difficult task. We found several organizations utilized a “sink or swim” approach early in professional’s career. By throwing leaders into difficult situations, supervisors can assess performance and provide the proper tools and training to help transactional managers become transformational leaders.

Vice Admiral Peter Neffenger (retired), United States Coast Guard (USCG), explained how this approach developed him as a leader and shaped his own career. Early in his Coast Guard career, he was thrown in headfirst into difficult situations. As a young officer, he faced a crucible experience while trying to lead and rescue people from a capsized migrant boat. He also spent significant time interacting with senior Coast Guard officers while also attending twelve schools ranging from propulsion to search and rescue. Neffenger took the initiative to self-develop and with the support of his chain of command used the experiences to learn lifelong lessons. This wide exposure as a young officer gave him great breadth of training and experience. Ultimately this training and experience prepared Neffenger for becoming the Deputy National Incident Response Commander for the Deep Water Horizon Oil Spill, the largest oil spill in American history. VADM Neffenger’s message is simple: take risks early and learn as a young leader. Dive into the deep end.

Along with foundational leadership training and assessment and selection programs, organizations need to challenge their young leaders with experiences that stretch their limits and prepare them to calmly lead during crisis. This type of experiential training in a realistic environment allows leaders to learn and adapt their leadership through trial and error. It is better to learn experientially early on through a variety of experiences and at lower levels of responsibility, so the impact of leadership failure is not as great on an organization. Increasing a leader’s experiential toolkit better prepares young leaders for the future when they may face crises with bigger impact.

VII. LEAD THROUGH RELATIONSHIP: COACHING AND MENTORING

We did not find many ‘best in practice’ organizations with successful coaching and mentoring programs. In fact, nearly all of the organizations we interviewed struggled with this aspect of their leader development programs, specifically in the middle levels. Each organization had a different model with differing results. Surprisingly, the most effective mentoring models were informal.
The Cleveland Indians reported strong executive support and investment for developmental training. Jay Hennessey, Vice-President of Learning and Development, is an example of this commitment. Very few professional sports organizations have a senior executive dedicated solely to leader development. Hennessey is a retired Naval officer who advises the Cleveland Indians on leadership and learning. His responsibility is to ensure the Cleveland Indian organization is an evolving workforce, continually learning, and improving. Hennessey leverages the Meta-Leadership Tool of connectivity to engage other learning partners to invoke critical thinking specifically to leadership and learning. He hosts a monthly book and speaker club called a Junta which gathers a diverse group of perspectives to discuss lessons learned concerning a book, guest speaker, and topic mostly in the space of leader development. Each Junta routinely has 80+ participants from various organizations around the globe. For example, Hennessey recently hosted Kevin Clayton, Vice-President of Diversity Equity and Inclusion for the Cleveland Cavaliers and Marcy Shankman, Vice President for Strategy and Director of Leadership for the Cleveland Leadership Center and author of *Emotionally Intelligent Leadership*. Hennessey’s model of learning through connectivity and inclusivity is unique and informal but effective and aligns with the Meta-Leadership concept of connectivity.

![Figure 4: Connectivity](image.png)

The Cleveland Indians and Hennessey also developed an exchange program between Cleveland Indian baseball coaches and instructors from the Naval Special Warfare Center. The Navy SEAL instructors observed the Cleveland Indian baseball coaches instructing batting and pitching drills at Spring Training. In exchange, the Cleveland Indian baseball coaches observed the Navy SEALs provide instruction on Close Quarter Combat drills and how to tactically clear a

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8 Jay Hennessey is a retired US Navy SEAL and was the former commander of the Naval Special Warfare Training Center.
9 National Preparedness Leadership Initiative, “Meta-Leadership Tool Kit.”
10 Junta is Spanish word a governing body, but Hennessey uses the term as a concept for the term “Council”
room during an assault. Afterwards, both the Cleveland Indian instructors and the Navy SEAL instructors exchanged observations, questions and ideas. While both sets of instructors had two completely different missions, both groups shared the common mission of instruction and teaching. This exchange initiative provided the groups of instructors with different perspectives and techniques, an example of the Cone in the Cube Meta-Leadership tool. Both parties learned new methodologies for how to teach and instruct.

Shell is another organization that has seen success through informal mentoring. Shell’s “Get To Know You” mentoring model is casual and mostly involves meeting someone over coffee for advice. Surprisingly, while this method is indistinct and informal, it is the most effective model we came across in our research. The relational nature of this program is why it is successful. Formal mentoring programs seem to result in a compulsory atmosphere. If either one of the parties, mentor or protégé, feels obligated to participate, then the program either loses steam or produces little results. Shell’s leader development initiative is labeled as “delivering through others,” which is a critical building block in a leader’s developmental process.

These two organizations were best in class for mentoring, and both primarily used informal methods. The feedback, perspective, and coaching from other leaders is invaluable in a leader’s development. The challenge is creating the right environment for informal mentoring and not making it so structured and formulaic that it loses its relevance.

VIII. INSTITUTIONAL CULTURE OF LEADERSHIP: A LEARNING ENVIRONMENT

Team Baby Yoda’s research clearly found that organizational culture played a significant role, both positive and negative, in the overall effectiveness of leader development programs. Joe Thomas, director of the James Stockdale Center for Ethical Leadership at the US Naval Academy highlighted the importance of culture, “The United States Marine Corps (USMC) has one of the strongest organizational cultures. There is nothing stronger than a Marine recognizing himself or herself to the Corps.” However, Thomas cautioned the side effect of mono-focused culture which is identified as one-dimensional thinking and “echo-chamber thinking.”

Two organizations displayed positive training cultures: the Department of Health and Human Services (DHHS) and Chick-fil-A. Both organizations were identified as learning cultures. Moreover, these two organizations promoted self-study and self-development. For example, DHHS provides a baseline funding line to each employee ($2,000 per year) for their own autonomous Individual Development Plan, as long as it applies to their job. This freedom

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11 The Department of Health and Human Services (DHHS), Office of National Coordination (ONC) is the Health Information Technology arm for the DHHS. ONC is the arm which transformed legacy paper health records to electronic health records. https://www.healthit.gov/
and self-determined training proved positive for self-development and positive for morale and retention.

The Chick-fil-A experience is more than just a chicken sandwich, which is a reflection of its strong leadership cultures. One noticeable facet of their culture is their creed. Most Americans are familiar with the Chick-fil-A slogan of “Eat Mor Chikin.” However, most American are not familiar with their creed which is “To glorify God by being a faithful steward of all that is entrusted to us. To have a positive influence on all who come in contact with Chick-fil-A.” This creed instills a culture of positivity, responsibility and community to all their employees, and in extension all who interact with their brand. This creed is similar to the US military creeds which echo across the ranks, build professionalism, and instill a sense of pride and belonging.

So, who effects the organization’s culture? Chris Lindsay, NPLI’s Joe Henderson, and LTG Bolger emphasized that senior leaders must be involved in focusing investments on leader development in order for programs to be successful and thrive. Leadership programs are usually housed within the Human Resources office of an organization and are often neglected. Throughout our research, Team Baby Yoda found that leader development programs did not thrive when placed under the HR department, without the backing of senior leaders in the organization.

IX. FUTURE IMPACT & REMAINING WORK

From both the survey results and the Leadership Symposium, Team Baby Yoda learned that those responsible for an organization’s leader development programs desire a forum to connect with others wrestling with the same struggles. Team Baby Yoda recommends the development of a platform or network to share the thoughts, ideas, and best practices from across diversified organizations. Both private and public organizations will benefit from analyzing and reviewing an amalgamation of best leader development practices. This could be in the form of a Leadership Exchange Program amongst partnering organizations.

The future impact of a genuine investment and focus on Mid-Level Leader Development will be national leaders who are prepared and effective against the next global or national crisis. As the Team Baby Yoda surveys illustrated and the interviews affirmed, a need for improved Mid-Level Leader development is needed or the country will be ill-prepared for future threats.

Team Baby Yoda has clearly identified the need for more research in the area of Mid-Level Leadership development. Additionally, the proposed Leader Development

12 Mr. Joseph Henderson a Distinguished Senior Fellow for the National Preparedness Leadership Initiative Mr. Henderson focuses on the development of crisis leadership and navigating complex systems utilizing the Meta-Leadership Framework.
Symposium in the fall will provide one of the key dimensions in connectivity (leading across) of the meta leadership model. The success of connecting with leaders from corporations and the United States Government is key to the future success of our mid-level leaders. The goal of a Fall symposium is to set up a time post COVID at Harvard to share some of the lessons learned and to continue providing a platform for leaders to talk and exchange best in class ideas.

A leadership exchange program is another important concept, enabling the federal government and outside corporate entities to work together in developing the nation’s next top leaders during any issue, crisis or event. Setting up exchange programs between organizations helps produce diverse leaders. As we have learned through the NPLI course, Meta-Leaders are taught to take a holistic view of a crisis and intentionally link and leverage the efforts of the whole community to galvanize valuable connectivity that achieves unity of purpose and effort. Lastly, we would like to see tools created, like mobile applications, that can be used to help leaders develop on the go and in any setting.

X. CONCLUSIONS & RECOMMENDATIONS

If organizations are to answer this clarion call for better leadership development they need to put transformative processes in place. The meta-leadership Transformative Lifecycle is a great tool to ensure lasting change in an organization. It is a six-step process that starts with assessing the current state of leadership development, then engaging with teams, creating a vision for the future, then driving the plan and measuring value, sustaining the efforts, and finally strengthening leadership.\(^{13}\)

\[\text{Figure 5: Meta-leadership Transformative Lifecycle}\]

Lastly, as part of our research, we wanted to capture the best practices by creating a leader development model for organizations to use to build or evaluate their programs. The chart

\(^{13}\) National Preparedness Leadership Initiative, “Meta-Leadership Tool Kit.”
below demonstrates the cyclic process of developing leaders. Leaders undergo training and then go into the deep end for experiential, crucible real-world leadership opportunities. Following those experiences, leaders should then assess their strengths and weaknesses, reflect on their developmental progress, and then begin the cycle again. Both the organization and the individual share the responsibility for leader development. The leader must be motivated and committed, and the organization must provide the culture for advancement and investment in their training. Furthermore, we found that several traits are common among outstanding leaders who inspire their followers. Those characteristics are listed in the middle of the model.

![Figure 6: Summary of Leadership Development](image)

Figure 6: Summary of Leadership Development

In conclusion, the organizations we interviewed used a variety of leadership programs, emphasizing different skills. We identified foundational training, experiential training, assessing future leaders, mentoring and a culture of leadership to be the five most utilized areas of formation. Any organization looking to be prepared for the next crisis must develop a robust program that includes all five of these areas. Institutions can do this by learning best practices from one another, using a well-defined process for every part of the leadership development plan, and constantly evaluating the overall processes to identify improvements. Applying these concepts and recommendations will ensure the next generation of leaders are prepared for whatever the future may bring.