

LEADERSHIP DEVELOPMENT

THE PATH TO GREATER EFFECTIVENESS



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SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

LEADERSHIP DEVELOPMENT

The Path to Greater Effectiveness

A RESEARCH REPORT BY EFMD,
NOCA — THE NETWORK OF CORPORATE
ACADEMIES AND THE SOCIETY FOR
HUMAN RESOURCE MANAGEMENT

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ABOUT THIS RESEARCH REPORT

Organizations make considerable investments in developing leaders with the intent of effectively improving the quality of leadership in organizations. This highlights the importance of assessing the effectiveness of leadership development (LD) activities and determining what factors are most likely to affect the success of these activities. The aim of this research study is to shed light on valuable practices in leadership development that can serve as a foundation for organizations as they foster their top talent to build stronger, forward-thinking 21st century leaders. To help guide HR professionals and organizations in improving their leadership development activities, the following questions were posed to HR professional in the U.S. and Europe:

- How do HR professionals perceive the effectiveness of leadership development in their organizations?
- What do HR professionals consider important for improving the effectiveness of leadership development in their organizations?
- How well are current leadership development initiatives focused on improving the effectiveness of leadership development?
- What obstacles prevent organizations from achieving the desired effects on performance from current LD activities? What helps them achieve those goals?
- What should be done to improve the effectiveness of leadership development?

Structure of the Study

This research study maps HR professionals' perceptions of a number of key aspects of leadership development. These 10 aspects are described throughout the report as the 10 dimensions of leadership development. The research focuses primarily on the perceived current effectiveness of these dimension and the importance of the each dimension in improving LD activities.

ORGANIZATIONS MAKE CONSIDERABLE INVESTMENTS IN DEVELOPING LEADERS WITH THE INTENT OF EFFECTIVELY IMPROVING THE QUALITY OF LEADERSHIP IN ORGANIZATIONS.

10 Dimensions of Leadership Development

1. SUPPORT OF THE CORPORATE STRATEGY.
2. IMPACT ON INDIVIDUAL PERFORMANCE.
3. IMPACT ON ORGANIZATIONAL PERFORMANCE.
4. ACHIEVEMENT OF STATED GOALS.
5. SELECTION OF THE RIGHT PARTICIPANTS FOR LD INITIATIVES.
6. ENGAGEMENT OF PARTICIPANTS AND STAKEHOLDERS.
7. IMPACT OF THE ORGANIZATIONAL SETUP/STRUCTURE OF THE LD FUNCTION ON BUSINESS PERFORMANCE.
8. STAFF DEDICATED TO LD.
9. SELECTION AND COLLABORATION WITH EXTERNAL SUPPLIERS OF LD.
10. LEARNING SYSTEMS AND PROCESSES FOR LD.

The survey also included items on the following topics:

1. Mapping of the participating organizations with respect to company and LD organization characteristics.
2. HR professionals' perceptions of the effectiveness of their current LD activities in terms of the above-mentioned parameters.
3. Rating of the importance of the above-mentioned parameters in terms of achieving higher effectiveness.
4. Mapping of areas of LD that currently have high or low priority.
5. Mapping of HR professionals' perceptions of factors that encourage or prevent the achievement of desired outcomes of LD.

The data were analyzed according to the following segmentations. Observations regarding these breakouts are only mentioned in the report when relevant.

- Geographic characteristics:
 - » Europe HQ vs. U.S HQ.
 - » Single-unit vs. multi-unit organizations.
 - » International vs. single-country operations.
- Company characteristics:
 - » Size of organization: small- (fewer than 1,000 employees) compared with mid- to large-sized (1,000 or more employees) organizations.
 - » Financially successful (“very successful” to “extremely successful”) vs. less successful (“not at all successful” to “successful”) organizations.
 - » Importance of LD to the CEO’s strategic agenda (“very important” to “extremely important” vs. “not at all important” to “important”).
- LD function characteristics:
 - » Dedicated central function for LD (e.g., a corporate university/academy) vs. informal LD function.
 - » Maturity of the dedicated central LD function (10 years or less vs. more than 10 years).
 - » Financial resources of the organization compared with other organizations in the same industry (higher than average vs. average and lower than average).

This international study was a collaborative effort of EFMD, NOCA – Network of Corporate Academies and the Society for Human Resource Management (SHRM). It is based on responses from a total of 422 HR professionals from organizations headquartered in 25 countries with operations in 14 countries, on average. Participants responded to an online survey.

About the Partners

EFMD is an international not-for-profit membership organization based in Brussels, Belgium, with over 860 member organizations from academia, business, public service and consultancy in 84 countries. EFMD is a unique forum for information, research, networking and debate on innovation and best practice in management development and is recognized globally as an accreditation body of quality in management education. Learn more at efmd.org.

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NOCA – Network of Corporate Academies, in association with DSEB. The Danish Society for Education and Business. NOCA is an association of more than 85 companies and organizations based in Denmark. The purpose of NOCA is to facilitate sharing of knowledge among the members, while NOCA contributes to building bridge between research and practice. The focus is on HR and HR-related issues, and the activities aim at strengthening HR in the member organizations. NOCA is an association where HR researchers and practitioners meet and share their knowledge and experiences, thereby creating value for the individual company.

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The Society for Human Resource Management (SHRM) is the world's largest HR professional society, representing 285,000 members in more than 165 countries. For nearly seven decades, the Society has been the leading provider of resources serving the needs of HR professionals and advancing the practice of human resource management. SHRM has more than 575 affiliated chapters within the United States and subsidiary offices in China, India and United Arab Emirates. Visit us at shrm.org.

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KEY FINDINGS

- Overall, HR professionals rated internal staff dedicated to leadership development (LD) the highest overall with respect to effectiveness; engagement of participants and stakeholders was rated the lowest. The latter is a clear concern in times of growing attention to social and informal learning.
- Almost one-half of HR professionals indicated that improving LD's support of corporate strategy (48%) and improving engagement of participants and their stakeholders (e.g., their direct supervisors) (47%) were very important for improving the overall effectiveness of LD in their organizations.
- Engagement of participants and their stakeholders proves to be the single most challenging factor for organizations.

EXECUTIVE SUMMARY

34%

OF HR PROFESSIONALS, ON AVERAGE, PERCEIVED THEIR LEADERSHIP DEVELOPMENT ACTIVITY TO BE “A LITTLE EFFECTIVE” OR “NOT AT ALL EFFECTIVE”; ONLY ONE OUT OF SIX CONSIDERED IT TO BE “VERY EFFECTIVE.”

Respondents were asked to rate the effectiveness of the following 10 dimensions of leadership development (LD) in their organizations:

1. Support of the corporate strategy.
2. Impact on individual performance.
3. Impact on organizational performance.
4. Achievement of stated goals.
5. Selection of the right participants for LD initiatives.
6. Engagement of participants and stakeholders.
7. Impact of the organizational setup/structure of the LD function on business performance.
8. Staff dedicated to LD.
9. Selection and collaboration with external suppliers of LD.
10. Learning systems and processes for LD.

On average, 17% considered these LD dimensions to be very effective in their organizations. This indicates that the vast majority of HR professionals see room for improvement in their organizations' LD activities. This also reveals an opportunity and a call to action for HR professionals to ensure their organizations' investments in developing leaders are meeting their organizations' strategic needs.

LEADERSHIP DEVELOPMENT PROGRAMS MUST BE DESIGNED TO SUPPORT THE CORPORATE STRATEGY AS WELL AS CREATE BOTH ORGANIZATIONAL AND INDIVIDUAL IMPACT TO BE EFFECTIVE. THEIR IMPACT AND EFFECTIVENESS ARE INFLUENCED BY ENGAGEMENT OF ALL STAKEHOLDERS, INCLUDING PARTICIPANTS, THEIR SUPERVISORS/MANAGERS, THEIR TEAM MEMBERS AND THE CEO.

EXECUTIVE SUMMARY

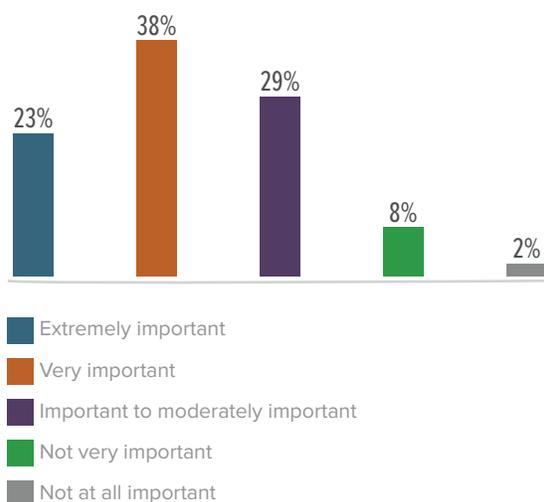
How Do HR Professionals Perceive the Effectiveness of Leadership Development in Their Organizations?

Overall, HR professionals rated the effectiveness of *internal staff dedicated to LD* the highest overall; *engagement of participants and stakeholders* was rated the lowest. The latter is a clear concern in times of growing attention to social and informal learning. The growing use of self-managed and supervisor- or peer-supported development will necessitate a mind shift to greater responsibility for participants and related stakeholders. Building that culture is a key challenge for professionals involved in LD.

Not surprisingly, LD effectiveness is strongly linked to the *importance of LD on the CEO's strategic agenda*. The data support the theory that alignment of LD initiatives with the corporate strategy leads to higher effectiveness of LD, which influences organizational development.

FIGURE 1

IMPORTANCE OF LEADERSHIP DEVELOPMENT ON THE CEO'S STRATEGIC AGENDA



Note: n = 371.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

HR professionals in European organizations rated the effectiveness of *internal staff dedicated to LD* the highest across the 10 dimensions; respondents in U.S. organizations rated the *impact of the organizational setup/structure of the LD function on business performance* the highest. In both regions, HR professionals indicated they saw their function (staff or setup) as having a strong influence on the effectiveness of LD in their organizations.

Regardless of the maturity of a dedicated central LD function, HR professionals perceived LD to be more effective in *creating an impact on individual performance* than on *organizational performance*.

Because HR professionals are uniquely positioned to interface with employees across their organizations, they are a natural source for developing people at all levels and play a key role in the rollout and execution of LD strategies. Engaging participants and stakeholders is a common goal in LD programs and a necessity when implementing the strategy. HR is a key source in ensuring the organization's LD programs focus on building the right competencies and organizational capabilities to fulfill these strategic ambitions in the near and the long term.

What Do HR Professionals Consider Important for Improving the Effectiveness of Leadership Development in Their Organizations?

When HR professionals were asked which factors they found most important for improving the overall effectiveness of LD in their organizations, almost one-half indicated that *improving engagement of participants and their stakeholders* (47%) and *improving LD's support of corporate strategy* (48%) were very important.

This indicates that HR professionals are aware of the value of participant and stakeholder engagement in LD initiatives, and this engagement, when acted upon, could have a profound impact on the effectiveness of LD. These data also show HR professionals' awareness of the importance of strategic alignment in view of the effectiveness of their organizations' LD efforts, a promising finding given the observations on the importance of LD support of corporate strategy as a driver of effectiveness.

Interestingly, although HR professionals in single-unit organizations rated *engagement of participants and stakeholders* relatively less important for improving the effectiveness of LD than multi-unit organizations did, they rated *selection of the right participants* as the most

important. Organizations appear to have a different focus depending on the complexity of the company. Less complex organizations (i.e., single-unit) may focus on selecting the right participants for LD activities, whereas more complex organizations (i.e., multi-unit) may focus on engaging participants and stakeholders. This lack of focus on both engagement and selection may create a long-term challenge, as engagement is highly dependent on choosing the right participants.

MORE THAN ONE-HALF OF HR PROFESSIONALS EXPECT THAT COACHING (70%), LEADER-TO-LEADER DEVELOPMENT (68%), ON-THE-JOB/ IN-ROLE LEARNING (60%), MENTORING (60%) AND SOCIAL MEDIA (58%) WILL BECOME MORE IMPORTANT LEADERSHIP DEVELOPMENT METHODS IN THE NEXT TWO TO THREE YEARS.

Both overall and by the various breakouts examined, the two factors rated as least important for improving the effectiveness of LD were *selection and collaboration with external suppliers* and *number of staff involved in LD*. This is an indication that HR professionals consider these two dimensions the least influential for improving the effectiveness of LD. Thus, organizations are likely to dedicate their resources to other factors.

What Changes Are Being Made to Improve the Effectiveness of Leadership Development?

More than one-half (53%) of HR professionals indicated their organizations were currently developing or upgrading the design of their LD initiatives. This finding makes sense given the complexity of the design of LD initiatives. It reflects the value organizations place on LD, thus investing resources in upgrading and developing their LD activities/ programs. Survey results suggest that LD programs must

be designed to support the corporate strategy as well as create both organizational and individual impact to be effective. Their effectiveness and impact are influenced by engagement of all stakeholders, including participants, their supervisors/managers, their team members and the CEO.

EFMD's Excellence in Practice Award,¹ which highlights the positive impact of cooperation between clients and suppliers, shows a trend in organizations becoming more experienced in impact measurements. One of the striking points is that almost all organizations in this group pursue multiple objectives, including the overall strategic corporate intent of LD as well as employees' personal development. Ideally, these objectives complement each other—with leadership, talent or professional development as the driver for organizational change, above and beyond the individual dimension.

Almost one-half of responding HR professionals indicated their organizations were developing or upgrading engagement of LD participants and stakeholders (45%) and ensuring that LD initiatives support the execution of the corporate strategy (46%). These data support the aforementioned findings on current effectiveness and making changes to improve it.

After the global financial crisis that began in 2008, LD trends reveal that more and more organizations are customizing their LD activities to go hand in hand with core organizational objectives instead of simply sending managers to participate in standard programs. This customization allows for focused development closely linked to the strategy and encourages strong engagement of both participants and stakeholders.

Few HR professionals (18%) indicated their organizations were making changes to improve selection and collaboration with external suppliers. This finding may point to a more transactional way of collaborating with suppliers by some organizations (e.g., standard procurement processes focusing on selection of the supplier rather than co-creating the solution).

HR professionals indicated they expected coaching (70%), leader-to-leader development (68%), on-the-job/in-role learning (60%), mentoring (60%) and social media (58%) to become more important LD methods in the next two to three years. These findings correspond with the necessity to improve engagement of participants and stakeholders in LD initiatives.

EXECUTIVE SUMMARY

What Obstacles Prevent Organizations From Achieving the Desired Effects on Performance From Current Leadership Development Activities? What Helps Them Achieve Those Goals?

When asked what obstacles prevent their organizations from achieving LD activities' desired effects on performance, HR professionals listed the following key obstacles:

- Resources, such as funding and time.
- Top management support, priority and mindset.
- Commitment in the organization/culture.

ENGAGEMENT OF PARTICIPANTS AND STAKEHOLDERS IN LEADERSHIP DEVELOPMENT IS THE SINGLE MOST CHALLENGING FACTOR FOR ORGANIZATIONS.

Placing a greater focus on aligning LD with the corporate strategy may increase CEO awareness; in turn, it may reduce the obstacle of not having full management support at both the top and the lower levels of the organization. Observations on the drivers of effectiveness also show a strong correlation between alignment with the CEO/strategic agenda and the perception of having more resources than industry peers, thus further highlighting the importance of CEO support. This means that HR must ensure that LD activities have a direct link to the organization's corporate strategy, and this connection should be communicated and demonstrated on a regular basis. Building LD activities that are supportive of the strategic agenda fosters alignment with workforce planning and the current and future organizational strategy. This, in turn, lends itself to support from the CEO.

When asked what enables their organizations to achieve the desired effects on performance from LD activities, HR professionals listed the following as the top three categories:

- Strong C-suite commitment to LD.
- Strong and committed HR/LD function.
- Business- and strategy-driven activities, including external changes.

The listed enablers are, to some degree, in sync with the previous indications of areas for improvement in LD. Enablers such as strong C-suite support, strategy-driven LD activities and management involvement are central issues for increasing LD effectiveness.

What Should Be Done to Improve the Effectiveness of Leadership Development?

This research study demonstrates that important enablers such as support from the C-suite, a strong and committed LD function and business-/strategy-driven activities are much more relevant in relation to achieving higher effectiveness in LD than overcoming obstacles (e.g., financial resources). The higher the effectiveness of LD activities in terms of organizational and individual performance, the more investments in LD are justified and, thus, more likely to be made available.

The survey findings suggest a trend in LD toward using more complex organizationwide solutions in support of the execution of business strategies and more individually oriented experiences (e.g., coaching, which calls for less traditional classroom training and more on-the-job development). This makes LD more relevant to the individual as well as to the organization (organizational development through LD), which would be expected to increase the effectiveness of LD.

Engagement of participants and stakeholders (e.g., their direct supervisors) proves to be the single most challenging factor for organizations. In general, learning and development are most effective when the learner is truly committed to learning, and this commitment is highly influenced by two factors: the relevance of the topic to the learner, and substantial consequences for good performance and, thus, personal success. Moreover, effective leadership is the result of not only the skills of leaders themselves but also their relationships with direct reports, supervisors and other stakeholders. As such, all stakeholders must be engaged in improving leadership to achieve high effectiveness in LD.

The future of LD, even in smaller organizations, calls for HR professionals with a broader and deeper range of competencies (e.g., an understanding of strategic and organizational development competencies) and for formalized LD programs to effectively execute LD initiatives.

HOW DO HR PROFESSIONALS
PERCEIVE THE EFFECTIVENESS
OF LEADERSHIP DEVELOPMENT
IN THEIR ORGANIZATIONS?

KEY FINDINGS

- Effectiveness of LD initiatives in terms of the engagement of participants and stakeholders and the selection and collaboration with external suppliers was ranked lowest by HR professionals.
- Responding HR professionals in Europe rated the effectiveness of staff dedicated to LD the highest; HR professionals in the U.S. rated the impact of organizational setup/structure of the LD function on business performance, support of the corporate strategy, LD initiatives' achievement of stated goals and staff dedicated to LD as the most effective factors in the success of their LD initiatives.
- When LD was very or extremely important to the CEO's agenda, HR professionals rated its effectiveness the highest in its support of the corporate strategy; the mirroring segment rated the support of the corporate strategy significantly lower.
- HR professionals in small organizations (fewer than 1,000 employees) rated the support of the corporate strategy as the sixth most effective LD dimension; mid- to large-sized organizations ranked it second.

Overall Effectiveness of Leadership Development

When HR professionals were asked to rate the effectiveness of their organizations' current LD practices, on average, 34% of respondents perceived their LD activity as "a little" or "not at all" effective; only one out of six considered their LD to be "very effective." It is important to note that there was high consistency across the underlying dimensions.² In other words, if HR professionals perceived their organizations to be effective in one LD dimension, they were likely to rate the effectiveness of other dimensions of their LD practices as high as well.

On average, *internal staff dedicated to LD* was rated as having the highest overall effectiveness (see Table 17 in the Appendix); *LD initiatives' achievement of stated goals and support of corporate strategy* were also rated in the top three LD dimensions in terms of effectiveness. The effectiveness of LD initiatives in *engagement of participants and stakeholders* and in *selection and collaboration with external suppliers* was ranked lowest by HR professionals.

HR PROFESSIONALS RATED INTERNAL STAFF DEDICATED TO LD AS THE MOST EFFECTIVE DIMENSION OF LEADERSHIP DEVELOPMENT.

In short, HR professionals appear to see room for improvement for their organizations' LD practices. Their *internal staff dedicated to LD* was rated as the most successful in terms of LD effectiveness, whereas *engaging participants and their respective stakeholders in LD initiatives* and *selection and collaboration with external suppliers* show the biggest room for improvement.

Not surprisingly, average effectiveness is strongly linked with the *importance of LD to the CEO's strategic agenda*³ and the *level of financial resources for LD compared with other organizations in the same industry*.⁴ However, neither of the factors had strong correlations with the financial success of the company.⁵

²Rankings were calculated using the overall average/mean of each item. The ratings and relative rankings presented in the report are not necessarily a reflection of better or worse practices, but may be an indication of where organizations focus their current efforts and attention.

These findings yield a positive view of organizations' capabilities and resources to improve the effectiveness of LD irrespective of the business success of the company. It seems LD will increasingly be a means of supporting the corporate strategy of organizations as well as organizational development. Because of this specific focus and purpose, the effectiveness of LD activities can be improved.

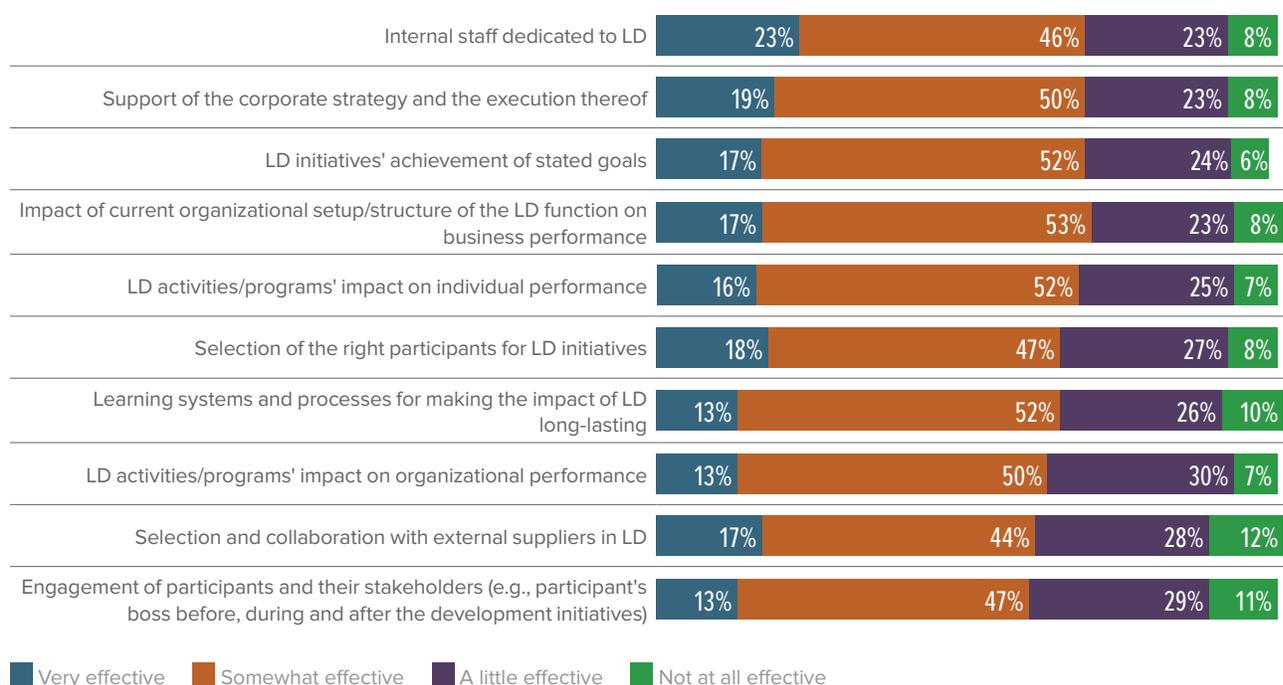
HR PROFESSIONALS IN EUROPE RATED THEIR ORGANIZATIONS' EFFECTIVENESS HIGH IN SELECTING THE RIGHT PARTICIPANTS FOR LD INITIATIVES, WHEREAS HR PROFESSIONALS IN THE U.S. RATED THEIR ORGANIZATIONS' EFFECTIVENESS IN THIS DIMENSION VERY LOW.

Effectiveness of Leadership Development, by Geographic Characteristics

Effectiveness of the LD dimensions was also analyzed by geographic characteristics. Results indicate the rank order of the effectiveness of the 10 dimensions differs when comparing responses from the U.S. and Europe. HR professionals in Europe rated the *effectiveness of staff dedicated to LD* the highest; in addition, the average for this factor in Europe was significantly higher than in the U.S. Respondents in the U.S. rated the *impact of organizational setup/structure of the LD function on business performance*, *support of the corporate strategy*, *achievement of stated goals* and *staff dedicated to LD* as the most effective factors in their LD initiatives. Both European and U.S. respondents rated the effectiveness of *engagement of participants and stakeholders* relatively low (see Table 20 in the Appendix).

A very notable difference in HR professionals' perceptions of effectiveness is that organizations in the U.S. (as well as single-country organizations) rated *selection and collaboration with external suppliers of LD* lowest in effectiveness, considerably lower than HR professionals in European organizations did. European organizations rated *learning systems and processes for LD* as the least effective.

FIGURE 2
EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY DIMENSION



Note: n = 308-318.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

Another interesting difference is that HR professionals in Europe rated *selection of the right participants* for LD initiatives high in effectiveness, whereas HR professionals in the U.S. rated their organizations very low on this aspect (ranked second in Europe versus eighth in the U.S.). This difference may be an indication that U.S. HR professionals see much more opportunity for improvement in the selection of participants for LD programs than European HR professionals do. The survey does not offer a specific answer to explain this difference, but it may be that LD participation in the U.S. is more often mandatory, thus affecting effectiveness. Organizations in the U.S. may benefit by focusing on the importance of having stringent selection processes for

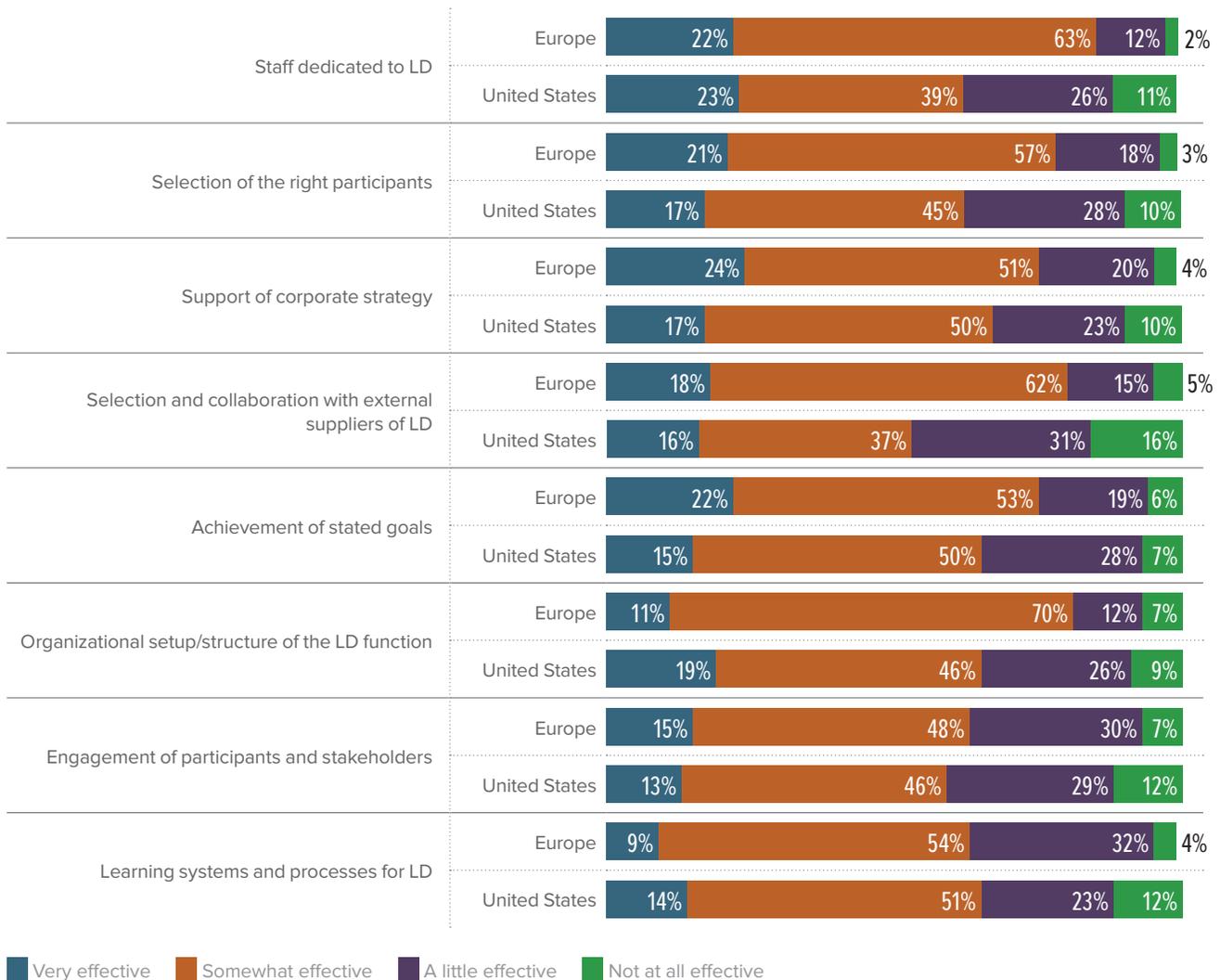
LD activities, including gauging the interest of potential participants.

Effectiveness of Leadership Development, by Organization Characteristics

Respondents were asked to indicate how important LD is to the CEO's strategic agenda. The link between the importance of LD on the CEO's strategic agenda and the average perceived effectiveness of LD was high,⁶ as indicated earlier.

When LD is very or extremely important to the CEO's agenda, HR professionals rate their organizations' effectiveness

FIGURE 3
EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY GEOGRAPHIC LOCATION



Note: Europe n = 87-91; United States n = 202-210. Order based on ranking of the effectiveness of LD dimensions by organizations located in Europe.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

highest on LD *supporting the corporate strategy* (see Table 23 in the Appendix), contrary to the mirroring segment (those who rated LD very or extremely unimportant to the CEO's agenda), where *support of corporate strategy* was rated much lower (3.13 vs. 2.27, respectively).

Although HR professionals from organizations in this segment rated the effectiveness of LD in *supporting the corporate strategy* the highest, effectiveness ratings for *creating an impact on organizational performance* were near the bottom (ninth out of 10). One might have expected that effectiveness in *supporting the corporate strategy* would have generated a high rating of effectiveness in *impact on organizational performance* as well. These data may indicate that, even when LD initiatives are in alignment with the CEO's agenda and corporate strategy, there is

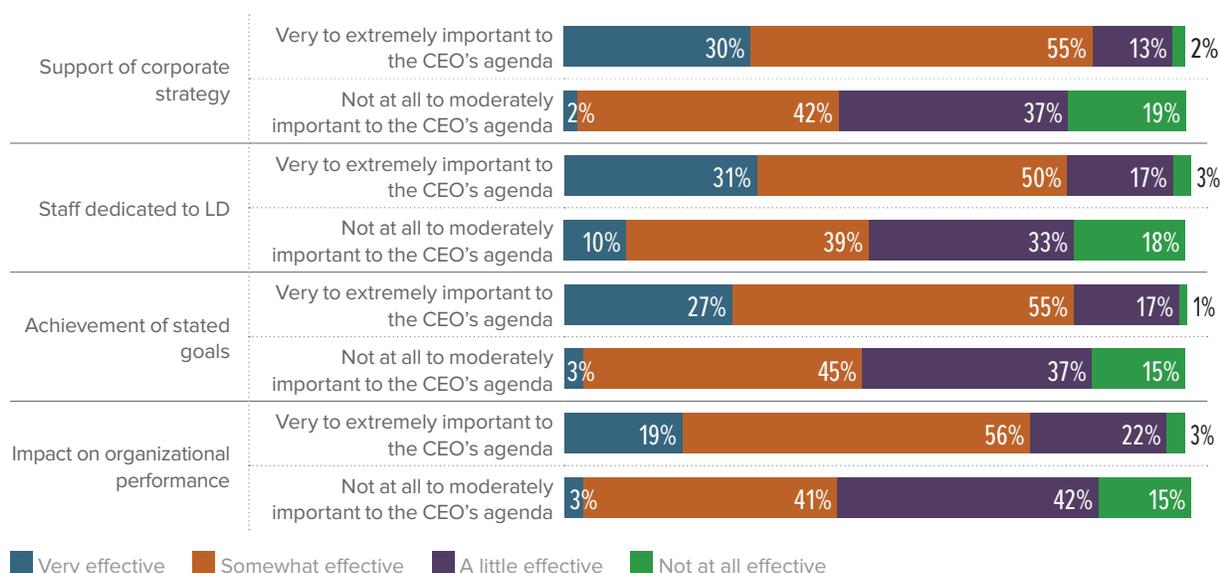
still no structured approach for LD focusing on both individual and organizational performance. Similarly, HR professionals in less thriving organizations (i.e., less financially successful) perceive the effectiveness of their LD initiatives to be highest in *achieving stated goals*.

When LD was less important to the CEO's strategic agenda, although *staff dedicated to LD* was rated relatively high with respect to effectiveness, it was rated much lower compared with organizations where LD was important to the CEO's strategic agenda (2.42 vs. 3.09, respectively; see Table 23 in the Appendix). Thus, if LD is not important to the CEO's strategic agenda, effectiveness of LD is likely to suffer across the board.

When size of the organization was considered, HR professionals in small organizations (fewer than 1,000

FIGURE 4

EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY IMPORTANCE TO THE CEO'S STRATEGIC AGENDA

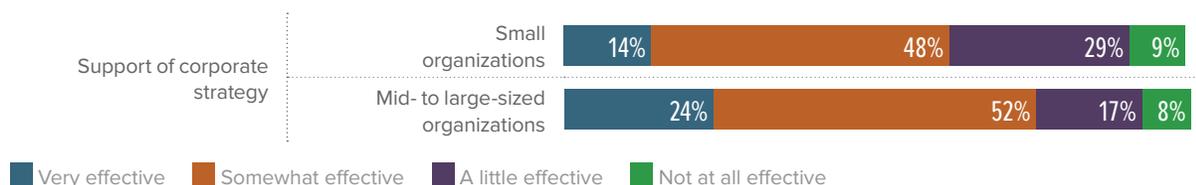


Note: Very to extremely important to CEO agenda n = 187-193; Not at all to moderately important to CEO agenda n = 116-120. Order based on ranking of the effectiveness of LD activities by organizations where LD is very or extremely important to the CEO's strategic agenda.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

FIGURE 5

EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY ORGANIZATION STAFF SIZE



Note: Small organizations n = 144; mid- to large-size organizations n = 169.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 1

DEDICATED CENTRAL FUNCTION FOR LEADERSHIP DEVELOPMENT, BY ORGANIZATION SIZE

	Small Organizations (Fewer Than 1,000 Employees) (n = 187)	Mid- to Large-Sized Organizations (1,000 or More Employees) (n = 208)
Dedicated central function for LD	18%	72%
No dedicated central function for LD	82%	28%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

employees) rated *support of corporate strategy* as the sixth most effective LD dimension; mid- to large-sized organizations ranked it second. A possible explanation is that LD initiatives are perhaps smaller, transactional and ad-hoc in small organizations. Respondents from smaller organizations also rated their organizations as less effective in their *selection and collaboration with external suppliers* (see Table 21 in the Appendix).

Effectiveness of Leadership Development, by LD Function Characteristics

In organizations with a dedicated central LD function, HR professionals rated the *staff dedicated to LD* as the most influential for the effectiveness of LD (see Table 24 in the Appendix); they also rated highly *support of the corporate strategy* and the *impact of LD on individual performance*. However, HR professionals rated the *impact of LD on organizational performance* as much less effective (ranked ninth). It is interesting, but not surprising, that the perceived impact LD has on organizational performance is less significant than the impact on individual performance (in organizations with a dedicated central LD function). This finding points to a very important development area for LD programs as organizations focus on ways to develop new skills and competencies that, in turn, will affect organizational performance.

Regardless of the status of the LD function, HR professionals saw the LD aspect of *engaging participants and stakeholders* as being the least effective in their organizations. This is clearly an area in need of improvement. One way to increase engagement is to communicate to participants and stakeholders the goals and expected outcomes of LD programs. Tying LD activities to leadership competencies selected by the organization further enhances engagement by providing participants with a roadmap. Linking this personal growth to the intended organizational evolution and business challenges will help tie in the purpose of the LD program.

HR professionals in organizations without a dedicated central LD function rated the *impact of the organizational setup/structure of the LD function on business performance* the

highest when assessing the effectiveness of LD (see Table 24 in the Appendix). This may be due to typically limited LD operational structures in small organizations, as these were the organizations that were much less likely to have a dedicated central LD function—18% in small organizations vs. 72% in mid- to large-sized organizations (see Table 1). Overall, effectiveness ratings for all 10 dimensions were considerably lower in organizations without a dedicated central LD function. Thus, organizations committed to LD

REGARDLESS OF THE MATURITY OF A DEDICATED CENTRAL FUNCTION FOR LEADERSHIP DEVELOPMENT, THERE WAS NO DIFFERENCE IN HR PROFESSIONALS’ PERCEPTIONS OF ORGANIZATIONS’ EFFECTIVENESS IN ENGAGING PARTICIPANTS.

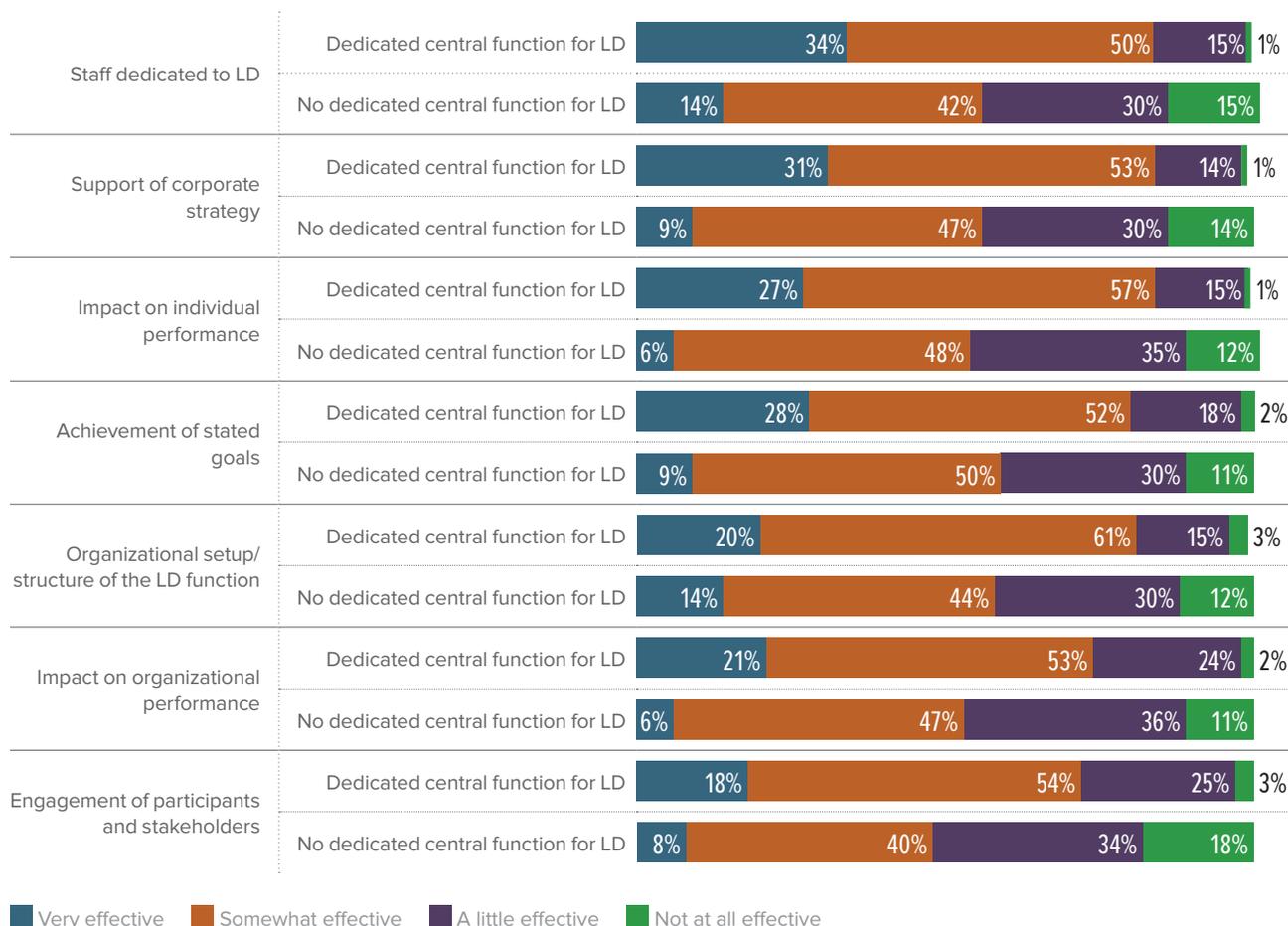
should consider building a centralized program as well as installing governance mechanisms to ensure strategic alignment of the investment.

HR professionals in organizations with a dedicated central function for LD in place for 10 years or less rated *LD initiatives’ achievement of stated goals* and *internal staff dedicated to LD* as the most effective dimensions of LD in their organizations (see Table 25 in the Appendix). HR professionals in organizations with a dedicated central function for LD for more than 10 years rated the *support of the corporate strategy* and *selection of the right participants* as the dimensions with the highest effectiveness (see Table 25 in the Appendix).

Interestingly, organizations with a dedicated central function for LD in place for more than 10 years rated their effectiveness in *engaging participants and stakeholders* the lowest (see Table 25 in the Appendix). The growing

FIGURE 6

EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY LD FUNCTION STATUS



Note: Dedicated central function for LD n = 142-147; no dedicated central function for LD n = 158-165. Order based on ranking of the effectiveness ratings of LD dimensions by organizations with a dedicated central function for LD.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

complexity of LD initiatives tackled by dedicated LD functions may affect this low ranking. Multi-provider, multi-format, multi-geography projects become feasible with a dedicated central function, but overall impact may be affected by the decreased focus of the function.

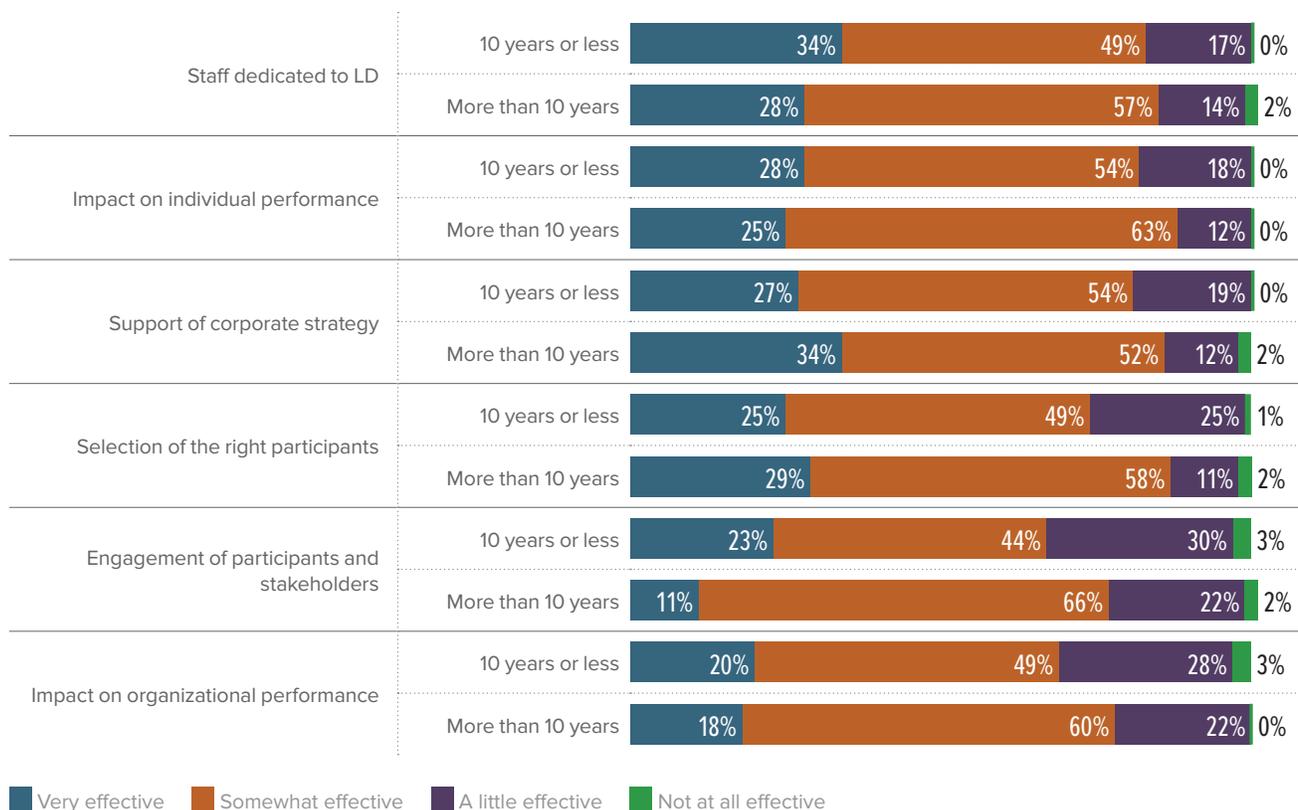
The length of time a dedicated central function for LD has been in place does not seem to have an effect on organizations' effectiveness in *engaging participants*, with the average effectiveness being virtually the same (see Table 25 in the Appendix). Again, the fact that almost all segments seem to rate this dimension low in terms of effectiveness points to a shared concern. However, practices and effectiveness can still differ considerably across segments.

Regardless of the maturity of a dedicated central LD function, HR professionals perceive LD in their organizations to be more effective in *creating an impact on individual performance* than on *organizational performance*. In fact, HR professionals in organizations with a less mature LD function rated their effectiveness of *improving organizational performance* lowest, along with *engagement of participants and stakeholders* (both 2.87) (see Table 25 in the Appendix). This may be due to the fact that HR professionals' and other stakeholders' main objective is the development of individual performance; only recently has there been a shift to focus on improving organizational performance. The competencies and skills of HR professionals may therefore favor individual performance rather than organizational performance, making this a clear area for competence development among HR professionals.

HR PROFESSIONALS PERCEIVE THAT THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT HAS A BIGGER IMPACT ON INDIVIDUAL PERFORMANCE THAN ON ORGANIZATIONAL PERFORMANCE.

Organizations with a more mature LD function (more than 10 years) rated their effectiveness in selection of the right participants for their LD initiatives higher than organizations with a less mature LD function did (ranked second and seventh, respectively; see Table 25 in the Appendix). This disparity may indicate that organizations become increasingly more effective in selecting the right participants as their LD initiative matures. These findings note the importance of identifying what makes participants the “right” participants. Organizations may start to identify attributes of employees related not only to the individual but to that individual’s function or job as well. If the program is strongly linked to the corporate strategy, the right participants are those who need to be developed to assist in executing that strategy.

FIGURE 7
EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY MATURITY OF THE LD FUNCTION



Note: 10 years or less n = 67-71; more than 10 years n = 63-66. Order based on ranking of the effectiveness ratings of LD dimensions by organizations with a dedicated central function for LD for 10 years or less.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

WHAT DO HR PROFESSIONALS
CONSIDER IMPORTANT
FOR IMPROVING THE
EFFECTIVENESS OF
LEADERSHIP DEVELOPMENT IN
THEIR ORGANIZATIONS?

Improving the Effectiveness of Leadership Development

When HR professionals were asked to rate what they found most important for improving the overall effectiveness of LD in their organizations, almost one-half indicated that improving *engagement of participants and their stakeholders* (47%) and improving *LD's support of corporate strategy* (48%) were very important (see Figure 8 and Table 26 in the Appendix). Again, there is a relatively high consistency across the dimensions of importance; respondents who saw opportunities to improve effectiveness typically saw them across all of the dimensions. This means that some respondents were consistently more optimistic than others about the importance of the 10 dimensions and their effect on improving the effectiveness of LD.

KEY FINDINGS

- Almost one-half of HR professionals indicated that improving LD's support of corporate strategy (48%) and improving engagement of participants and their stakeholders (47%) were very important for improving the overall effectiveness of LD in their organizations.
- Multi-unit and international organizations, and organizations with headquarters in the U.S. and Europe, rated engagement of participants and stakeholders as the most important aspect for improving the effectiveness of LD; single-unit organizations rated selection of the right participants as the most important dimension for improving effectiveness.
- In organizations where HR professionals considered their LD initiatives to be highly effective, the most influential factors for improving the effectiveness of LD, according to respondents, were engagement of participants and their stakeholders, support of the corporate strategy, and the organizational setup/structure of the LD function.

ALTHOUGH HR PROFESSIONALS THINK IMPROVING ENGAGEMENT OF PARTICIPANTS AND STAKEHOLDERS COULD YIELD THE BIGGEST IMPACT ON THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, THEY RATE THEIR ORGANIZATIONS' CURRENT PRACTICES LOWEST IN THIS RESPECT.

In comparison, *engaging participants and their stakeholders* was rated lowest in terms of the effectiveness of LD activities (see Figure 2 and Table 31 in the Appendix). In other words, across the board HR professionals thought that improving *engagement of participants and stakeholders* could yield the biggest impact on the effectiveness of LD, yet they rated their organizations' LD activities lowest in this area. This is an important gap to bridge considering the growing attention to social and informal learning, where the role of the supervisor in the development ecosystem of each professional is becoming even more crucial. Is the gap between the importance of engagement and its effectiveness a new phenomenon, or has this been the case for many years? The current survey does not answer this question, but it does indicate that HR professionals are aware of the value of engagement, which, when acted upon, could have a profound impact on the effectiveness of LD initiatives. As such, to increase engagement, organizations should focus on developing LD programs

in which experiential learning, action learning, coaching and mentoring are blended into development journeys where participants and stakeholders are involved in all phases of activities.

HR PROFESSIONALS HIGHLY RATED BOTH THE EFFECTIVENESS OF CURRENT LEADERSHIP DEVELOPMENT PRACTICES AND THE IMPORTANCE OF LEADERSHIP DEVELOPMENT INITIATIVES SUPPORTING THE EXECUTION OF THE CORPORATE STRATEGY TO IMPROVE EFFECTIVENESS.

LD initiatives' support of the execution of the corporate strategy was also highly rated, both in the effectiveness of current LD practices and in the importance for improving the effectiveness of LD. This is an indication that most HR professionals are aware of the importance of strategic alignment in view of the effectiveness of their LD efforts. This is a promising finding given the observations on the drivers of effectiveness.

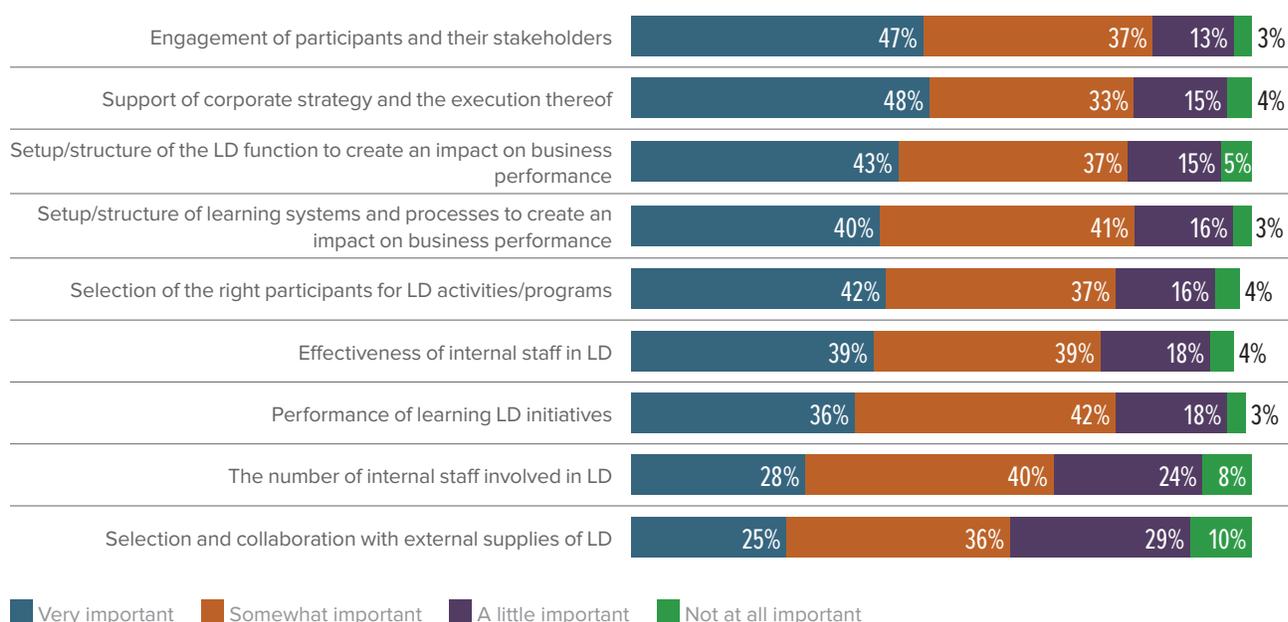
HR professionals have an important task in supporting the corporate strategy and making sure activities they introduce in the organization support this strategy. A clear link must exist between the strategy and the purpose of LD initiatives. The *how* and the *why* must be very clear, and this, perhaps, may be where most LD programs fail.

The best results may be attained when HR professionals set out to develop activities that focus on supporting the corporate strategy rather than on simply developing the leader. HR professionals should first consider development of the organization as a whole by focusing on the development of their organizations' managers, thus driving organizational development and change. A sound program scorecard spelling out the business challenge(s) supported, the organizational change targeted and the underlying personal development required would be a giant step forward in most cases.

Overall, *selection and collaboration with external suppliers of LD and number of staff involved in LD* were rated lowest in terms of importance for improving the overall effectiveness of LD. The effectiveness of internal staff is more influential than the number of staff, suggesting that organizations need to ensure that staff involved in LD activities understand the desired outcomes and what is needed to achieve them.

FIGURE 8

IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY DIMENSION



Note: n = 293-297.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

In addition to *selection and collaboration with external suppliers* being rated as the least important for improving the effectiveness of LD, the actual effectiveness of this dimension was rated low as well (ninth out of 10; see Table 17 in the Appendix). This dimension may have been evaluated by respondents based on suppliers of specific off-the-shelf leadership development programs, and, perhaps, design and delivery partners in more complex LD initiatives were not considered. Such initiatives often carry more focus on engaging participants and stakeholders in activities that focus on both supporting the corporate strategy and achieving higher organizational and individual performance. This assumption is supported by the finding that mid- to large-sized organizations rated the effectiveness of *selection and collaboration with external suppliers* higher than small organizations did (2.81 vs. 2.49; see Table 21 in the Appendix).

A number of the cases in EFMD’s Excellence in Practice Award, for example, document joint partnerships with corporate clients or public organizations collaborating with business schools and other providers of LD programs. Each partner brings its own strengths to the table. More and more often, the cooperation includes the involvement of additional partners that can offer a variety of skills, competencies and knowledge from a variety of geographies—before, during and after contracting. It started with co-design and has now expanded into co-delivery and followup.

Improving the Effectiveness of Leadership Development, by Geographic Characteristics

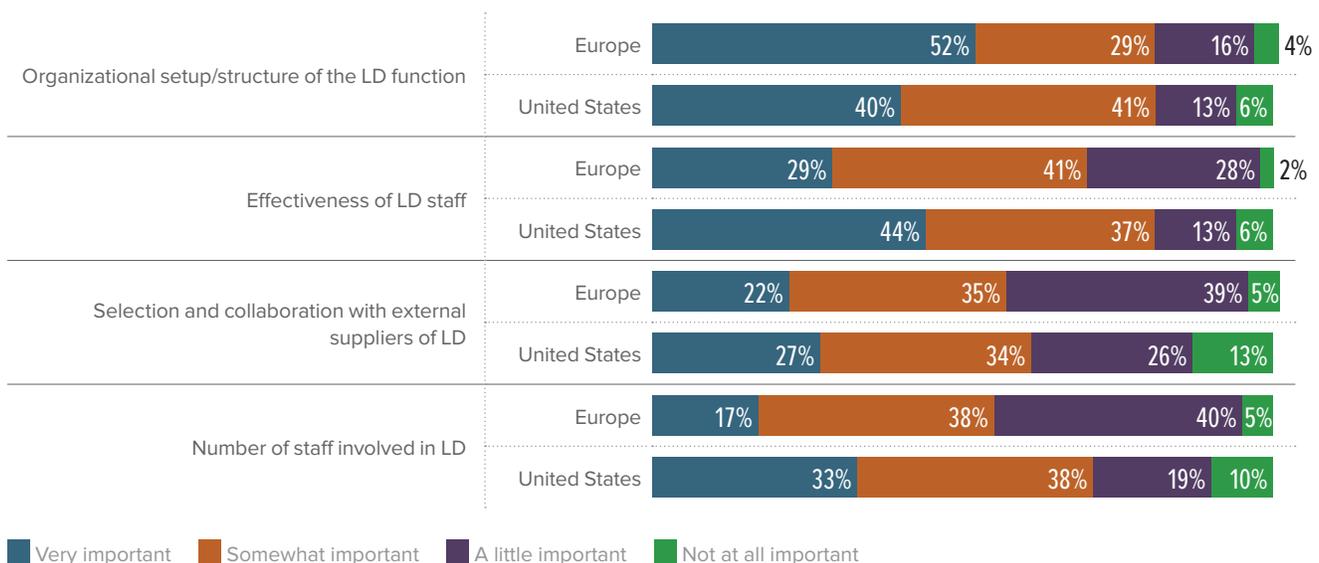
Multi-unit and international organizations, as well as organizations with headquarters in the U.S. and Europe, rated *engagement of participants and stakeholders* as the most important aspect for improving the effectiveness of LD (see Tables 28-30 in the Appendix); single-unit organizations rated it as less important (sixth out of 10) and rated *selecting the right participants* (see Table 29 in the Appendix) as the most important dimension to improve effectiveness. The *effectiveness of staff dedicated to LD* was perceived considerably lower in single-unit organizations compared with multi-unit organizations and overall (see Table 19 in the Appendix). This could indicate that the more complex an organization is, the more challenging it is to engage participants and stakeholders.

The *number of staff in LD* and *selection and collaboration with external suppliers* were perceived as having the lowest importance for improving the effectiveness of LD across all studied segments.

The U.S. segment rated *improving the LD organizational setup/structure to create an impact on business performance* lower than any other segment did and *improving the effectiveness of LD staff* higher than any other segment did. Given that 60% of the U.S. sample was composed of smaller organizations (fewer than 1,000 employees), the U.S. ratings naturally fell closer to those of small organizations.

FIGURE 9

IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY GEOGRAPHIC LOCATION



Note: Europe n = 82-83; United States n = 195-198. Order based on ranking of the importance of aspects of LD for improving effectiveness by organizations located in Europe.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

Improving the Effectiveness of Leadership Development, by Organization Characteristics

HR professionals who perceived LD as very or extremely important to the CEO's agenda rated *support of the corporate strategy and engagement of participants and stakeholders* as the most important dimensions for improving the effectiveness of LD (see Table 33 in the Appendix).

Interestingly, HR professionals in organizations where the CEO placed high importance on LD perceived the impact of the effectiveness of LD on organizational performance as low, even lower than the impact on individual performance. This may be due to HR's challenges in demonstrating the exact impact of LD activities on organizational performance, or because most LD initiatives have an individual focus or purpose rather than an organizational one.

HR professionals at small organizations indicated *selection of the right participants* was the most important aspect for improving effectiveness, whereas HR professionals at mid- to large-sized organizations indicated *engagement of participants and stakeholders* was the most important (see Table 31 in the Appendix). These findings align with the earlier hypothesis of complexity inducing engagement challenges.

Regardless of the level of importance on the CEO's strategic agenda, HR professionals considered *engagement of participants and stakeholders* to be very low in effectiveness (see Table 23 in the Appendix). However, they ranked it first and second most important (depending on the importance on the CEO's strategic agenda) for improving the effectiveness of LD (see Table 33 in the Appendix).

Given that HR professionals considered the effectiveness of engaging participants and stakeholders to be very low, it is concerning that they also believed that improving engagement was very important—yet they were not taking action. Thus, the question is, why have organizations not taken steps to improve this dimension? It can be hypothesized that this is because mobilizing employees to spend time and energy on a development target that they have not necessarily defined themselves is the single biggest challenge in structured LD. As indicated earlier, selling the *why* and *how* of a program may be a major task ahead. This requires clearly delineated communication on the desired outcomes and benefits of the program.

Improving the Effectiveness of Leadership Development, by LD Function Characteristics

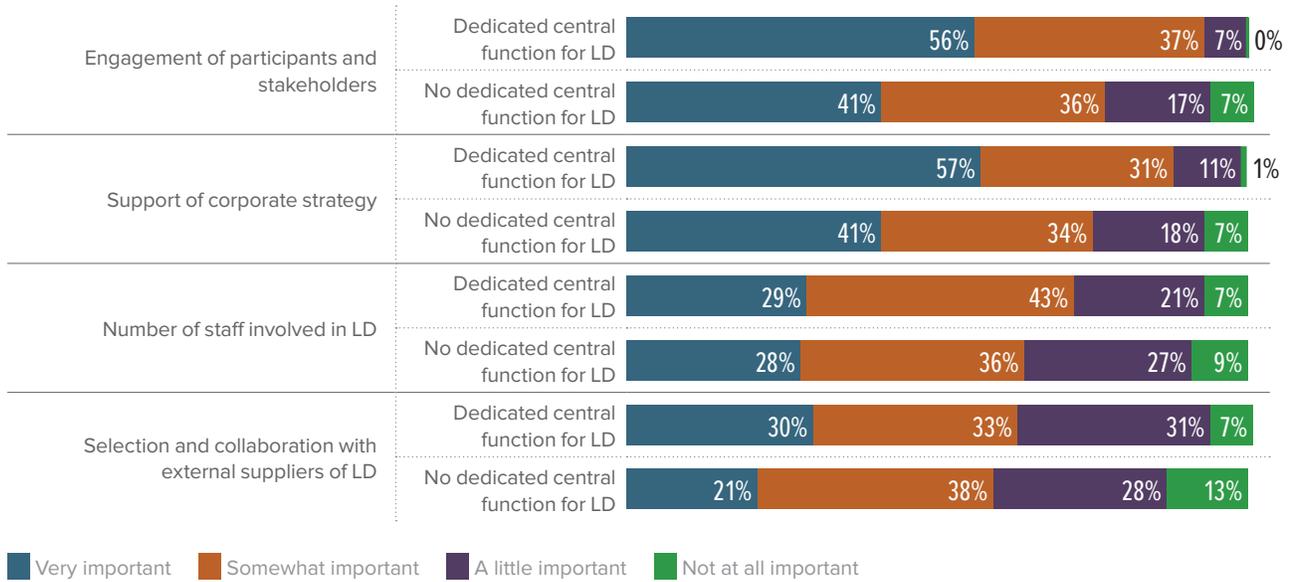
In an effort to highlight factors that may contribute to the success of LD, the study examined the importance of various aspects of LD in organizations with effective LD programs. In those organizations where HR professionals considered their LD initiatives to be highly effective, respondents indicated the most influential factors for improving the effectiveness of LD were *engagement of participants and their stakeholders*, *support of the corporate strategy*, and the *organizational setup/structure of the LD function to create an impact on business performance* (see Table 27 in the Appendix).

In contrast, *the number of staff in LD* and *selection and collaboration with external suppliers* were rated the least important for improving the effectiveness of LD.

Interestingly, organizations with a dedicated central LD function were more outspoken than organizations without such a function about the impact of improving *engagement of participants and stakeholders* and *support of the corporate strategy* on the effectiveness of LD. However, there is an increasing awareness of the fact that in order to support the corporate strategy, it is important and necessary to engage employees. A strategy cannot be successfully rolled out without the engagement of people on all levels of the organization in the implementation, rollout and execution. HR professionals in central functions must be aware of this and make it part of the dialogue with top management.

FIGURE 10

IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT, BY LD FUNCTION STATUS



Note: Dedicated central function for LD n = 136-138; no dedicated central function for LD n = 150-154. Order based on ratings of the importance of aspects of LD for improving effectiveness by organizations with a dedicated central function for LD.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

**WHAT CHANGES ARE
BEING MADE TO IMPROVE
THE EFFECTIVENESS OF
LEADERSHIP DEVELOPMENT?**

KEY FINDINGS

- More than one-half (57%) of HR professionals indicated that engagement of participants and their stakeholders was one of the three areas they found to be most important to the overall effectiveness of their organization's LD activities/programs; more than two-fifths pointed to a focus on the design of LD activities/programs (46%) and ensuring LD initiatives support the execution of the corporate strategy (45%).
- The vast majority of HR professionals indicated their organizations offered on-the-job learning (89%); about four-fifths offered classroom/in-person courses (80%) and coaching (79%).
- More than one-half of HR professionals indicated they expected coaching (70%), leader-to-leader development (68%), on-the-job/in-role learning (60%), mentoring (60%) and social media (58%) to become more important over the next two to three years.

Leadership Development Areas Being Developed/Upgraded by Organizations

When HR professionals were asked to select three areas of LD they thought were the most important to the overall effectiveness of their organizations' LD activities/programs, more than one-half (57%) selected *engagement of participants and their stakeholders before, during and after LD activities and programs* (see Table 2); over two-fifths selected a focus on the *design of LD activities/programs* (46%) and ensuring *LD initiatives support the execution of the corporate strategy* (45%). These three areas were also the top three areas organizations were currently developing/upgrading (45%, 53% and 46%, respectively).

Survey findings indicate that more than one-half (53%) of organizations were currently placing a significant emphasis on upgrading the design of LD initiatives. This may make sense when the complexity of the design of LD initiatives is considered. LD designs must be effective in supporting the corporate strategy and creating both high organizational and individual impact based on high engagement of all stakeholders, including participants, their supervisors/managers, their team members and the CEO. This takes a great deal of expertise of the LD staff.

LEADERSHIP DEVELOPMENT PROGRAMS MUST BE DESIGNED TO SUPPORT THE CORPORATE STRATEGY AND AFFECT BOTH THE ORGANIZATION AND INDIVIDUALS BY ENGAGING ALL STAKEHOLDERS, INCLUDING PARTICIPANTS, THEIR SUPERVISORS/MANAGERS, THEIR TEAM MEMBERS AND THE CEO.

The attention given to *engagement of participants and stakeholders* as well as the *support of the corporate strategy* is completely in line with earlier observations. It is noteworthy that across all studied segments there is no single exception in putting engagement as the top priority while still concentrating on upgrading the design of programs. This may indicate that HR professionals do not feel empowered or capable of mobilizing the wider organization to support ongoing LD efforts; on the other hand, it may be an indication that there is still a ways to go to ensure that these activities indeed support the corporate strategy and perhaps even organizational development.

To secure alignment with the corporate strategy, it is important that LD activities have the CEO's attention and serve a purpose, that there is a full understanding of the *why* (e.g., the purpose, intent and goals of the program) and that secure learning processes are in place.

Leadership Development Areas Being Reduced or Stopped Entirely by Organizations

One-quarter (25%) of HR professionals reported less or no focus on improving their *selection and collaboration with suppliers*; just 18% reported developing or upgrading this area (see Table 2). A structured approach to managing LD suppliers is not very common, especially in organizations that do not have a dedicated centralized LD function. However, almost all organizations could benefit from a more content- and expertise-driven procurement process, with co-creation of programs by suppliers and internal staff.

DATA SUGGEST AN UPWARD TREND IN THE PREVALENCE OF ORGANIZATIONS USING REAL-LIFE, ON-THE-JOB SITUATIONS IN THE LEADERSHIP DEVELOPMENT PROCESS.

Leadership Development Activities Currently Offered

HR professionals were asked which types of LD activities were offered by their organizations. The vast majority (89%) indicated their organizations offered on-the-job learning (see Table 3). About four-fifths offered classroom/in-person courses (80%) and coaching (79%); about two-thirds offered online courses (71%) and mentoring (68%); 64% offered cross-functional training, and 56% offered leadership forums.

Leadership Development Methods Expected to Change in Importance Over the Next Two to Three Years

From an LD point of view, it is surprising that 89% of HR professionals indicated their organizations used on-the-job learning as an LD activity, as there seem to be few organizations that have a structured approach to this

TABLE 2

AREAS IMPORTANT TO OVERALL EFFECTIVENESS OF LEADERSHIP DEVELOPMENT ACTIVITIES

	Top Three Most Important Areas to Overall Effectiveness of LD	Currently Developing or Upgrading	Currently Doing Less or Stopping Entirely
Engagement of participants and their stakeholders before, during and after LD activities and programs	57%	45%	7%
Design of LD activities/programs	46%	53%	9%
LD initiatives that support execution of corporate strategy	45%	46%	8%
Learning systems and processes to improve long lasting impacts	35%	40%	12%
Selection of participants	29%	29%	12%
Internal staff in LD	22%	22%	13%
Setup and structure of the LD function	14%	25%	19%
Selection and collaboration with external suppliers of LD	9%	18%	25%

Note: n = 294. Percentages do not total 100% due to multiple response options. Respondents who indicated the method was "Not applicable" are not included in this analysis.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 3**LEADERSHIP DEVELOPMENT ACTIVITIES OFFERED**

On-the-job learning	89%
Classroom/in-person courses	80%
Coaching	79%
Online courses (e.g., e-learning, webcasts, university programs)	71%
Mentoring	68%
Cross-functional training	64%
Leadership forums (i.e., opportunities to meet with senior executives during organized events or other semiformal settings)	56%
High-visibility assignments/opportunities to work with executives (e.g., executive task force)	42%
Matching employees with “stretch” opportunities	35%
Job rotation	30%
Other	22%

Note: n = 273-422. Percentages do not total 100% due to multiple response options.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

type of learning; 79% indicating their organizations used coaching as an LD activity is surprising for the same reason. If these activities are to be effective, it is important to have clearly defined goals and milestones with predetermined assessment methods that measure their impact.

The earlier mentioned Excellence in Practice Award cases show a strong focus on personal growth, values and behaviors. Findings indicate the need is not for models and textbook/academic theories, but for strengthening the personality, responsibility and personal capability—the human/emotional side—of managers and leaders.

In recent years, there has been a growing attention to what happens outside the traditional classroom format for “teaching” development. On one hand, organizations are seeking to use the opportunities that arise during daily work to create learning and development teachable moments. On the other hand, there is a growing systems perspective to learning and development integrating personal development with the broader organizational strategy. As a consequence, HR professionals need to be able to operate in both worlds and offer a blend of learning platforms.

HR professionals were asked which LD methods they expected to become more or less important in their organizations over the next two to three years. Overall, results indicated that the following methods were expected to become *more important* (in ranked order) (see Table 4):

1. Coaching (70%).
2. Leader-to-leader development (68%).
3. On-the-job/in-role learning (60%).
4. Mentoring (60%).
5. Social media (58%).

Interestingly, these methods correspond with what HR professionals ranked highest in terms of importance for the future effectiveness of LD initiatives—namely, engaging stakeholders in LD initiatives and supporting the execution of corporate strategies.

Given the high level of expectation that several LD activities will become more important in the next few years, the question becomes whether organizations have the necessary competencies and resources to support these LD activities.

In contrast, HR professionals indicated they foresaw the following LD methods becoming *less important* in the next two to three years (in ranked order) (see Table 4):

1. Outdoor events (e.g., offsite) (30%).
2. Lecturing (26%).
3. Own video production (26%).
4. Experiential exercises (21%).
5. Massive Open Online Courses (MOOC) (21%).

The data suggest an upward trend in organizations using real-life, on-the-job situations in the LD process, such as coaching, leader-to-leader development, on-the job/in-role learning and mentoring (see Table 4). This means the classic course approach, with activities based on teaching specific knowledge, can be expected to be downgraded in favor of development processes involving leaders directly and supported by internal or external consultants and facilitators—in other words, favoring development processes rather than teaching processes.

It also appears that some technology-driven LD initiatives (e.g., video productions, podcasts, MOOCs) are not expected to be used more in the near future. However, other technology-driven LD initiatives, such as the use of social media (58%) and e-learning (51%), are expected to become more widely used in the next few years.

TABLE 4

EXPECTED CHANGE IN IMPORTANCE OF LEADERSHIP DEVELOPMENT ACTIVITIES IN THE NEXT 2-3 YEARS

	More Important	No Change	Less Important
Coaching	70%	29%	1%
Leader-to-leader development	68%	30%	2%
On-the-job/in-role learning	60%	38%	2%
Mentoring	60%	38%	2%
Social media	58%	35%	7%
Networking activities	51%	45%	5%
E-learning	51%	39%	10%
Project and task forces	50%	47%	3%
Action learning projects	49%	43%	7%
Use of own leadership challenges	49%	46%	5%
Video conferencing	43%	48%	10%
Simulations	34%	52%	14%
Job rotations	31%	57%	13%
Massive Open Online Courses (MOOC)	30%	49%	21%
Own video production	28%	46%	26%
Case studies	25%	61%	15%
Experimental exercises	24%	55%	21%
Role plays	23%	58%	19%
Podcasts	23%	56%	21%
Outdoor events	20%	50%	30%
Lecturing	14%	61%	26%

Note: n = 193-259. Respondents who indicated their organizations offered each type of leadership development activity were asked this question. Respondents who indicated the method was "Not applicable" are not included in this analysis.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

WHAT OBSTACLES PREVENT
ORGANIZATIONS FROM
ACHIEVING THE DESIRED
EFFECTS ON PERFORMANCE
FROM CURRENT LEADERSHIP
DEVELOPMENT ACTIVITIES?
WHAT HELPS THEM ACHIEVE
THOSE GOALS?

KEY FINDINGS

- Obstacles to improving the effectiveness of LD, as reported by survey respondents, include resource constraints, challenges with top management support, lack of commitment in the organization/culture, lack of follow-through on LD activities, lack of strategy and plan, lack of administrative and learning systems, and excessive focus on business to allow for LD.
- Respondents report that what helps organizations most in achieving the desired effects on performance from LD activities is strong C-suite commitment to LD, strong and committed HR/LD function, business and strategy-driven activities, business growth or reorganization, partnerships, management involvement/ buy-in, new technologies, demonstrated quality of delivery and cost-effectiveness of LD initiatives.

Obstacles to Improving the Effectiveness of Leadership Development

HR professionals were asked to indicate what prevents their organizations from achieving the desired effects on performance from LD activities and what enables them to improve the effectiveness of LD.

When asked about the obstacles, HR professionals listed[^] the following:

- Resources, such as funding and time.
- Lack of top management support in terms of priority and mindset.
- Lack of commitment in the organization/culture.
- Lack of follow-through on LD activities.
- LD activities being too ad-hoc (i.e., lack of strategy and plan).
- Lack of administrative and learning systems.
- Too much focus on business to allow for LD.

A strong indication that more emphasis is placed on ensuring that the LD supports the corporate strategy may lead to an increase in the awareness from the CEO; in turn, this may reduce the obstacle of not having the full management support both at the top and at lower levels of the organization. Earlier observations on the drivers of effectiveness also show a strong correlation between alignment with the CEO/strategic agenda and the perception of having more resources.

[^]Based on clustering and labeling of open-ended responses.

GREATER EMPHASIS ON ENSURING THAT LEADERSHIP DEVELOPMENT SUPPORTS CORPORATE STRATEGY MAY LEAD TO INCREASED AWARENESS FROM THE CEO AND, IN TURN, REDUCE THE OBSTACLE OF NOT HAVING FULL MANAGEMENT SUPPORT.

Moreover, a stronger focus on engaging participants and stakeholders in the design, delivery and evaluation of LD initiatives may make managers more likely to observe the effects of these initiatives. Thus, LD initiatives may be given more emphasis in the competition with day-to-day operations.

As many other business processes have been improved considerably over the years, it is striking that learning systems and processes have not been given similar attention in the search for higher overall effectiveness. This shows that without better learning processes in place it will be difficult to improve the effectiveness in this area.

Support for Improving the Effectiveness of Leadership Development

When asked to list what helps their organizations most in achieving the desired effects on performance from LD activities, HR professionals noted the following:

- Strong C-suite commitment to LD.
- Strong and committed HR/LD function.
- Business- and strategy-driven activities, including changes from outside.
- Business growth or reorganization.
- Partnerships (e.g., with external suppliers).
- Management involvement and buy-in.
- New technologies.
- Demonstrated quality of delivery.
- Cost-effectiveness of LD initiatives.

The listed enablers are, to some degree, in sync with the previous indications of areas for improvement in LD. Enablers such as strong C-suite support, strategy-driven LD activities and management involvement are central issues for future focus on higher effectiveness in LD.

However, it is somewhat surprising that new technology was noted as an enabler because results of the study indicate that new technology is playing only a modest role in the future goals for achieving higher effectiveness in LD practices.

WHAT SHOULD BE DONE TO
IMPROVE THE EFFECTIVENESS
OF LEADERSHIP
DEVELOPMENT?

KEY TAKEAWAYS

- LD's commitment to play a significant role in supporting the execution of the corporate strategy is of high importance for the effectiveness of LD activities.
- There seems to be a trend in LD toward using more complex organizationwide solutions in support of the execution of business strategies and more individually oriented experiences.
- Engagement of participants and their stakeholders (e.g., their direct supervisors) proves to be the single biggest challenge for organizations.
- The quality of the LD staff is an increasingly important factor for improving the effectiveness of LD due to the changing nature of LD activities toward more complex solutions that have an impact on both organizational and individual performance.

Based on the results of the survey, the following factors can help improve the effectiveness of LD:

1. Support of the corporate strategy.
2. Staff dedicated to LD.
3. LD initiatives, programs, seminars, sessions, etc.
4. Selection of the right participants.
5. Engagement of participants and stakeholders.
6. Organizational setup/structure of LD.
7. Systems and processes for LD.
8. Selection and collaboration with external LD suppliers.
9. Financial circumstances.

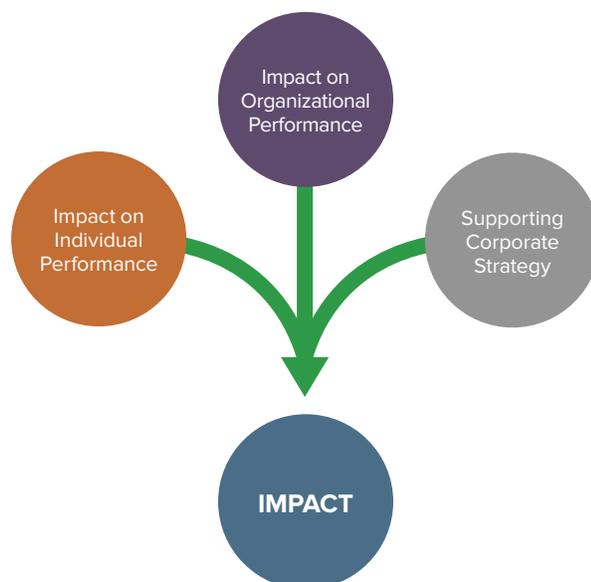
To summarize these findings as part of the big picture, the observations have been grouped into three main layers of a pragmatic effectiveness model: *operational effectiveness* as the basis for an *effective service portfolio and delivery* focused on *maximizing the impact*.

Impact

In a simple impact model, LD aims at making an impact on individual performance, which fits into a wider impact on organizational performance. This, in turn, should support the corporate strategy. The top impact layer of our effectiveness model is illustrated in Figure 11.

FIGURE 11

MAXIMIZING THE IMPACT OF LEADERSHIP DEVELOPMENT ACTIVITIES



Observations on Leadership Development's Support of Corporate Strategy

HR professionals suggest that LD initiatives' support of the organization's corporate strategy is of high importance for improving the effectiveness of LD. They see the effectiveness of LD as closely tied to this support and should pay attention to this issue when working with their organizations to upgrade LD initiatives.

Thus, ensuring LD initiatives play a significant role in supporting the execution of the corporate strategy is very important for the effectiveness of LD activities. It takes a set of high-level insights and skills to ensure that LD plays an effective role in this area. It also assumes a high-level positioning of the LD function.

Leadership Development Service Portfolio

The core of LD is the set of initiatives undertaken with the objective to generate a predefined impact (e.g., improving long-term organizational performance). The survey questioned the effectiveness of these initiatives, the selection of the participants and the engagement of all stakeholders (including participants). The second (service) layer of the effectiveness model then becomes as illustrated in Figure 12.

TO IMPROVE THE OVERALL EFFECTIVENESS OF LEADERSHIP DEVELOPMENT INITIATIVES, IT IS IMPERATIVE THAT THEY SUPPORT THE CORPORATE STRATEGY.

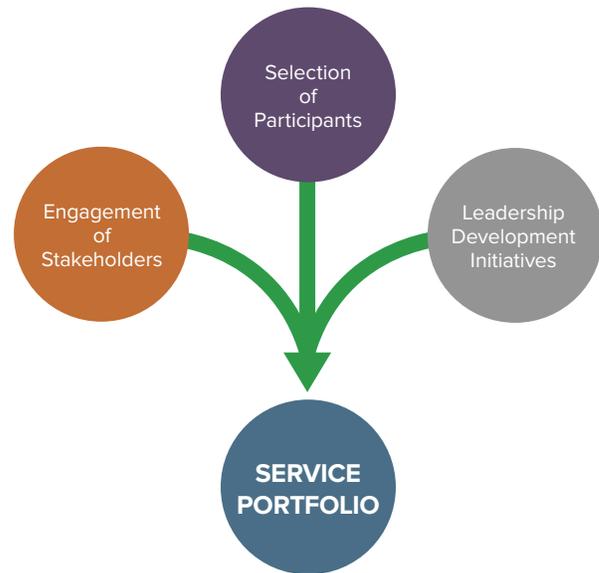
Observations on Leadership Development Initiatives

LD initiatives (e.g., programs, seminars, coaching sessions) can be viewed as the central service of LD functions. It is here that LD functions traditionally have their expertise and receive the most attention regarding their effectiveness, mostly in terms of the impact on performance.

HR professionals already see LD as effective in the learning service delivery and, thus, rank LD initiatives low in importance for improving effectiveness. However, developing and upgrading the design of LD activities/programs was the most commonly reported area organizations were working on in LD (53% vs. 18%-46% for other areas); this may be due to a trend toward

FIGURE 12

EFFECTIVE SERVICE PORTFOLIO AND DELIVERY OF LEADERSHIP DEVELOPMENT ACTIVITIES



multifaceted solutions in LD (e.g., a higher focus on integration of on-the-job situations and individual and group coaching).

Based on the survey findings, there seems to be a trend in LD toward using more complex organizationwide interventions in support of the execution of business strategies and more individually oriented experiences (e.g., action learning projects). This makes LD development more relevant to the individual as well as to the organization (organizational development through LD), which could be expected to generate higher effectiveness in LD.

Observations on the Selection of the Right Participants

In general, HR professionals indicated that selecting the right participants for LD activities is moderately effective (ranked sixth) and moderately important for improving the effectiveness of LD (ranked fourth). These findings are in sync with the percentage of organizations currently developing or upgrading this area falling in the middle (29% vs. 18%-46%).

Because a variety of instruments and methods exist for identifying development gaps for both current and future jobs, HR professionals may be correct that targeted participant selection can improve the effectiveness of LD. It is, however, important that the criteria for selection be carefully defined by HR and the users of the activities.

Observations on the Engagement of Participants and Stakeholders

Engagement of participants and their stakeholders (e.g., their direct supervisors) proves to be the single most challenging task for organizations. This factor, across the board, is perceived as the least effective of all factors

ENGAGEMENT OF PARTICIPANTS AND THEIR STAKEHOLDERS PROVES TO BE THE SINGLE MOST CHALLENGING TASK FOR ORGANIZATIONS.

considered in this study. However, HR professionals consider participant and stakeholder engagement to be the most important for improving the effectiveness of LD. It was promising that 45% of HR professionals reported their organizations were currently developing or upgrading this area of LD.

In general, learning and development are most effective when the learner is truly committed to learning, which happens when the topic is relevant to the learner and there are substantial consequences for good performance and, thus, personal success. Moreover, effective leadership includes not just leaders but their relationships with direct reports, supervisors and other stakeholders. As such, all stakeholders should be engaged in improving leadership to achieve highly effective LD.

Specifically, it is recommended that organizations focus on engaging not just the participants but also their most important stakeholders, such as their teams and supervisors. The challenge is how to truly commit this larger group to engage in LD activities. The current trend of integrating LD, strategy execution and learning on the job (e.g., leader-to-leader and group coaching sessions) may be of importance to achieve the desired engagement of participants and a strong support for the execution of the strategy. When LD is part of organizational development, this is often the case as both the support of the strategy and knowledge sharing are present.

Leadership Development Service Operations

This research assessed four operational dimensions of delivering LD services. These form the base of a three-stage effectiveness model of deploying LD services: the LD staff and how they are organized, the learning systems and processes, and the selection and collaboration with suppliers.

FIGURE 13
OPERATIONAL EFFECTIVENESS



Observations on Organizational Setup/ Structure of Leadership Development

Naturally, the size of an organization influences how the LD function is set up and structured. Smaller organizations do not typically have a formal setup, whereas larger organizations tend to have a formal setup, sometimes even a “corporate university.” Although HR professionals see the impact of the setup/structure of the LD function on business performance as important for overall effectiveness, relatively few reported this issue on their agenda for upgrading LD.

The future, even in smaller organizations, will call for LD specialists who possess a broader and deeper range of competencies (e.g., strategic and organizational development competences) and who are organized in a dedicated LD function to effectively execute LD initiatives. The trend toward a more strategic role of LD calls for a close alignment with the executive agenda.

Observations on Systems and Processes for Leadership Development

Learning systems and learning processes are business systems and processes that aim at documenting, measuring, standardizing and optimizing input and output from learning activities. These systems and processes for conducting LD were not ranked among the most effective aspects of LD nor among the most important for improving the effectiveness of LD. However, 40% of HR professionals indicated their organizations were developing or upgrading LD in this area.

LEARNING SYSTEMS AND PROCESSES PROVIDE A BASE FOR BENCHMARKING THE PROGRESS OF BOTH INDIVIDUAL AND ORGANIZATIONAL PERFORMANCE.

Survey results point to learning systems and processes being important for providing effective continuous improvement of LD activities. Without systems and processes in place, there is a very limited base for benchmarking the progress of both individual and organizational performance.

Observations on Staff Dedicated to Leadership Development

Generally, HR professionals perceive staff dedicated to LD as highly effective in their organizations. Thus, it is not surprising that improving the effectiveness of LD staff was not ranked highly for improving the effectiveness of LD. However, HR professionals see LD's support of the corporate strategy execution as important for improving the effectiveness of LD. This calls for a close collaboration between LD staff and the executive suite/the CEO and for competences to design and execute more complex organizationwide activities that are important to the CEO's agenda. This collaboration is typically seen in organizations that have had a dedicated central function for LD in place for more than 10 years.

The findings also indicate that the quality of the LD staff is an increasingly important factor for improving the effectiveness of LD; this may be due to the changing nature of LD activities toward more complex LD solutions that have an impact on both organizational and individual performance.

Observations on the Selection and Collaboration With External Suppliers

Selection and collaboration with external suppliers was rated lowest in terms of effectiveness of LD and in terms of importance for improving the effectiveness of LD; it was also the least endorsed activity for developing or upgrading LD within organizations. This may be a strong indication that organizations are placing more value on using internal resources for LD.

Observations on Financial Circumstances

When HR professionals were asked what holds organizations back from improving the effectiveness of LD, they pointed to resources in terms of budgets and funding, as well as time. They also noted the lack of support from both top and middle management in terms of their priority and mindset. However, when asked what enables higher LD effectiveness, they pointed to support from the C-suite, a strong and committed LD function and business-/strategy-driven activities.

ORGANIZATIONS SHOULD FOCUS ON FACTORS THAT HELP IMPROVE THE EFFECTIVENESS OF LEADERSHIP DEVELOPMENT AS THESE FACTORS MAY ALSO NEUTRALIZE OBSTACLES.

However, findings suggest that the aforementioned enablers are much more relevant in relation to achieving higher effectiveness in LD than the obstacles (e.g., financial resources) are. The higher the effectiveness of LD activities that is demonstrated in terms of organizational and individual performance, the more investments in LD are justified and, thus, more likely to be made available.

METHODOLOGY

Survey Methodology

The sample consisted of members from NOCA, EFMD and SHRM, with a total of 422 HR professionals responding to the online questionnaire.

NOCA: In September 2015, an e-mail with the hyperlink to the survey and two subsequent reminders were sent to approximately 150 HR professionals in Denmark; 36 responded. All respondents were from organizations represented but not necessarily headquartered in Denmark.

EFMD: In September 2015, an e-mail with the hyperlink to the survey and two subsequent reminders were sent to approximately 2,000 corporate contacts on EFMD's newsletter contact list. This list includes HR development professionals from both member and nonmember organizations. Forty-one respondents indicated their organization held an EFMD membership.

SHRM: A sample of 3,000 HR professionals was randomly selected from SHRM's membership database, which included approximately 285,000 individual members at the time the survey was conducted. Members who were students, located internationally or had no e-mail address on file were excluded from the sampling frame. In September 2015, an e-mail that included a hyperlink to the Leadership Development Survey was sent to 3,000 randomly selected SHRM members. Of these, all 3,000 e-mails were successfully delivered to respondents, and 275 HR professionals responded, yielding a response rate of 9%. The survey was accessible for a period of four weeks. Multiple reminders were sent to nonrespondents, and incentives were offered in an effort to increase response rates.

Notations

Tables: Unless otherwise reported in a specific table, please note that percentages may not total 100% due to rounding.

Generalization of results: As with any research, readers should exercise caution when generalizing results and take individual circumstances and experiences into consideration when making decisions based on these data. Although SHRM is confident in its research, it is prudent to understand that the results presented in this survey report are only truly representative of the sample of HR professionals responding to the survey.

Number of respondents: The number of respondents (indicated by "n" in figures and tables) varies from table to table and figure to figure because some respondents did not answer all of the questions. Individuals may not have responded to a question on the survey because the question or some of its parts were not applicable or because the requested data were unavailable. This also accounts for the varying number of responses within each table or figure.

Confidence level and margin of error: A confidence level and margin of error give readers some measure of how much they can rely on survey responses to represent all EFMD, NOCA and SHRM members. Given the level of response to the survey, SHRM Research is 95% confident that responses given by responding HR professionals can be applied to all EFMD, NOCA and SHRM members, in general, with a margin of error of approximately 5%. For example, 23% of HR professionals reported leadership development was extremely important to the CEO's strategic agenda. With a 5% margin of error, the reader can be 95% certain that between 18% and 28% of EFMD, NOCA and SHRM members would report that leadership development was extremely important to the CEO's agenda. Note that the margin of error is calculated based on the overall sample size of the survey, not for each question, as a general practice.

Respondent Demographics

TABLE 5
HEADQUARTERS LOCATION

United States	67%
Europe	28%
Other	6%

Note: n = 397.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 6
SINGLE- VS. MULTI-UNIT ORGANIZATIONS

Multi-unit organization	79%
Single-unit organization	21%

Note: n = 399.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 7
INTERNATIONAL VS. SINGLE-COUNTRY OPERATIONS

International operations	44%
Single-country operations	56%

Note: n = 402.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 8
ORGANIZATION STAFF SIZE

Fewer than 1,000 employees	47%
1,001 to 5,000 employees	16%
5,001 to 10,000 employees	7%
10,001 to 25,000 employees	11%
More than 25,000 employees	20%

Note: n = 401.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 9
FINANCIAL SUCCESS (PROFITABILITY) OF THE ORGANIZATION OVER THE PAST THREE YEARS COMPARED WITH COMPETITORS

Not at all successful	0%
Not very successful	6%
Successful to moderately successful	42%
Very successful	39%
Extremely successful	13%

Note: n = 394.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 10
IMPORTANCE OF LD TO THE CEO'S STRATEGIC AGENDA

Not at all important	2%
Not very important	8%
Important to moderately important	29%
Very important	38%
Extremely important	23%

Note: n = 371.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 11
DEDICATED CENTRAL FUNCTION FOR LD

Dedicated central LD function	46%
No dedicated central LD function	54%

Note: n = 396.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 12

LENGTH OF TIME A DEDICATED CENTRAL FUNCTION FOR LD HAS BEEN IN PLACE

Less than five years	25%
Five to 10 years	28%
More than 10 years	46%

Note: n = 169.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 13

LEVEL OF FINANCIAL RESOURCES THE ORGANIZATION INVESTS IN LD COMPARED WITH OTHER ORGANIZATIONS IN THE SAME INDUSTRY

Lower than average	25%
Average	47%
Higher than average	28%

Note: n = 273.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 14

INDUSTRY

Primarily in services	43%
Primarily in manufacturing	16%
Primarily in consulting	6%
In a variety of industries	6%
Other	30%

Note: n = 402.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 15

PROFIT STATUS

Privately owned for-profit	51%
Publicly owned for-profit	21%
Nonprofit	16%
Government	8%
Other	4%

Note: n = 157.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 16

HIERARCHICAL LEVEL OF REPORTING FOR THE PERSON RESPONSIBLE FOR LD

Head of HR	58%
Head of HR development	12%
Corporate/chief operations officer (COO)	4%
Corporate/chief financial officer (CFO)	2%
Chief executive officer (CEO)	11%
Other	13%

Note: n = 181.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

APPENDIX

TABLE 17

AVERAGE EFFECTIVENESS OF LD ACTIVITIES

LD Activity	Average
Staff dedicated to LD	2.83
Achievement of stated goals	2.80
Support of corporate strategy	2.80
Impact of the organizational setup/structure of the LD function on business performance	2.78
Impact on individual performance	2.77
Selection of the right participants	2.75
Impact on organizational performance	2.68
Learning systems and processes for LD	2.68
Selection and collaboration with external suppliers of LD	2.64
Engagement of participants and stakeholders	2.62

Note: n = 308-318. Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 18

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY OPERATIONS IN SINGLE COUNTRY VERSUS INTERNATIONAL OPERATIONS

Single-Country Operations (n = 173-177)		International Operations (n = 134-140)	
LD Activity	Average	LD Activity	Average
Staff dedicated to LD	2.77	Staff dedicated to LD	2.91
Achievement of stated goals	2.76	Support of corporate strategy	2.88
Support of corporate strategy	2.74	Impact of the organizational setup/structure of the LD function on business performance	2.86
Impact on individual performance	2.74	Achievement of stated goals	2.85
Impact of the organizational setup/structure of the LD function on business performance	2.73	Impact on individual performance	2.81
Selection of the right participants	2.72	Selection of the right participants	2.80
Learning systems and processes for LD	2.67	Selection and collaboration with external suppliers of LD	2.76
Impact on organizational performance	2.67	Impact on organizational performance	2.70
Engagement of participants and stakeholders	2.62	Learning systems and processes for LD	2.68
Selection and collaboration with external suppliers of LD	2.55	Engagement of participants and stakeholders	2.62

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 19

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY UNIT TYPE

Single-Unit Organizations (n = 57-60)		Multi-Unit Organizations (n = 247-255)	
LD Activity	Average	LD Activity	Average
Support of corporate strategy	2.66	Staff dedicated to LD	2.91
Impact on individual performance	2.66	Achievement of stated goals	2.84
Impact of the organizational setup/structure of the LD function on business performance	2.65	Support of corporate strategy	2.83
Achievement of stated goals	2.63	Impact of the organizational setup/structure of the LD function on business performance	2.82
Impact on organizational performance	2.60	Selection of the right participants	2.82
Learning systems and processes for LD	2.57	Impact on individual performance	2.80
Staff dedicated to LD	2.53	Learning systems and processes for LD	2.70
Selection and collaboration with external suppliers of LD	2.47	Impact on organizational performance	2.70
Selection of the right participants	2.47	Selection and collaboration with external suppliers of LD	2.69
Engagement of participants and stakeholders	2.41	Engagement of participants and stakeholders	2.67

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 20

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY GEOGRAPHIC LOCATION OF HQ

Europe (n = 87-91)		United States (n = 202-210)	
LD Activity	Average	LD Activity	Average
Staff dedicated to LD	3.06	Impact of the organizational setup/structure of the LD function on business performance	2.76
Selection of the right participants	2.97	Support of corporate strategy	2.75
Support of corporate strategy	2.96	Achievement of stated goals	2.74
Selection and collaboration with external suppliers of LD	2.94	Staff dedicated to LD	2.74
Impact on individual performance	2.94	Impact on individual performance	2.71
Achievement of stated goals	2.92	Impact on organizational performance	2.69
Impact of the organizational setup/structure of the LD function on business performance	2.86	Learning systems and processes for LD	2.69
Engagement of participants and stakeholders	2.71	Selection of the right participants	2.69
Impact on organizational performance	2.69	Engagement of participants and stakeholders	2.60
Learning systems and processes for LD	2.68	Selection and collaboration with external suppliers of LD	2.52

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 21

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY ORGANIZATION SIZE

Mid- to Large-Sized Organizations (n = 165-170)		Small Organizations (n = 141-147)	
LD Activity	Average	LD Activity	Average
Staff dedicated to LD	2.93	Impact of the organizational setup/structure of the LD function on business performance	2.74
Support of corporate strategy	2.92	Achievement of stated goals	2.72
Achievement of stated goals	2.87	Staff dedicated to LD	2.71
Impact of the organizational setup/structure of the LD function on business performance	2.82	Impact on individual performance	2.71
Selection of the right participants	2.82	Selection of the right participants	2.67
Impact on individual performance	2.82	Support of corporate strategy	2.67
Selection and collaboration with external suppliers of LD	2.81	Impact on organizational performance	2.65
Learning systems and processes for LD	2.71	Learning systems and processes for LD	2.64
Impact on organizational performance	2.71	Engagement of participants and stakeholders	2.57
Engagement of participants and stakeholders	2.67	Selection and collaboration with external suppliers of LD	2.46

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 22

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY FINANCIAL SUCCESS OF ORGANIZATION OVER PAST THREE YEARS COMPARED WITH COMPETITION WITHIN INDUSTRY

Very to Extremely Successful (n = 153-157)		Not at All to Moderately Successful (n = 146-154)	
LD Activity	Average	LD Activity	Average
Impact of the organizational setup/structure of the LD function on business performance	2.97	Achievement of stated goals	2.72
Staff dedicated to LD	2.97	Staff dedicated to LD	2.69
Support of corporate strategy	2.96	Impact on individual performance	2.68
Achievement of stated goals	2.87	Selection of the right participants	2.65
Selection of the right participants	2.86	Support of corporate strategy	2.64
Impact on individual performance	2.86	Impact of the organizational setup/structure of the LD function on business performance	2.59
Learning systems and processes for LD	2.82	Impact on organizational performance	2.58
Impact on organizational performance	2.78	Learning systems and processes for LD	2.53
Selection and collaboration with external suppliers of LD	2.77	Selection and collaboration with external suppliers of LD	2.52
Engagement of participants and stakeholders	2.76	Engagement of participants and stakeholders	2.48

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 23

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY IMPORTANCE OF LD TO THE CEO'S STRATEGIC AGENDA

Very to Extremely Important to the CEO's Agenda (n = 187-193)		Not at All to Moderately Important to the CEO's Agenda (n = 116-120)	
LD Activity	Average	LD Activity	Average
Support of corporate strategy	3.13	Staff dedicated to LD	2.42
Staff dedicated to LD	3.09	Impact on individual performance	2.38
Achievement of stated goals	3.08	Impact of the organizational setup/structure of the LD function on business performance	2.36
Impact of the organizational setup/structure of the LD function on business performance	3.05	Achievement of stated goals	2.35
Selection of the right participants	3.03	Selection of the right participants	2.32
Impact on individual performance	3.00	Impact on organizational performance	2.31
Learning systems and processes for LD	2.94	Support of corporate strategy	2.27
Selection and collaboration with external suppliers of LD	2.91	Learning systems and processes for LD	2.24
Impact on organizational performance	2.91	Selection and collaboration with external suppliers of LD	2.21
Engagement of participants and stakeholders	2.87	Engagement of participants and stakeholders	2.20

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 24

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY DEDICATED CENTRAL LD FUNCTION STATUS

Dedicated Central Function for LD (n = 142-147)		No Dedicated Central Function for LD (n = 158-165)	
LD Activity	Average	LD Activity	Average
Staff dedicated to LD	3.16	Impact of the organizational setup/structure of the LD function on business performance	2.61
Support of corporate strategy	3.14	Achievement of stated goals	2.57
Impact on individual performance	3.11	Staff dedicated to LD	2.54
Achievement of stated goals	3.06	Support of corporate strategy	2.51
Selection of the right participants	3.06	Impact on organizational performance	2.48
Selection and collaboration with external suppliers of LD	3.02	Selection of the right participants	2.48
Impact of the organizational setup/structure of the LD function on business performance	2.99	Impact on individual performance	2.47
Learning systems and processes for LD	2.93	Learning systems and processes for LD	2.46
Impact on organizational performance	2.92	Engagement of participants and stakeholders	2.39
Engagement of participants and stakeholders	2.88	Selection and collaboration with external suppliers of LD	2.31

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 25

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY MATURITY OF THE DEDICATED CENTRAL LD FUNCTION

10 Years or Less (n = 67-71)		More Than 10 Years (n = 63-66)	
LD Activity	Average	LD Activity	Average
Achievement of stated goals	3.17	Support of corporate strategy	3.18
Staff dedicated to LD	3.17	Selection of the right participants	3.15
Impact on individual performance	3.10	Impact on individual performance	3.12
Support of corporate strategy	3.09	Staff dedicated to LD	3.11
Impact of the organizational setup/structure of the LD function on business performance	3.06	Selection and collaboration with external suppliers of LD	2.98
Selection and collaboration with external suppliers of LD	3.03	Impact on organizational performance	2.97
Selection of the right participants	2.97	Learning systems and processes for LD	2.95
Learning systems and processes for LD	2.89	Achievement of stated goals	2.95
Engagement of participants and stakeholders	2.87	Impact of the organizational setup/structure of the LD function on business performance	2.91
Impact on organizational performance	2.87	Engagement of participants and stakeholders	2.86

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 26

AVERAGE EFFECTIVENESS OF LD ACTIVITIES, BY LEVEL OF FINANCIAL RESOURCES FOR LD VERSUS INDUSTRY

Resources for LD Higher Than Average (n = 64-67)		Resources for LD Average or Lower Than Average (n = 165-170)	
LD Activity	Average	LD Activity	Average
Staff dedicated to LD	3.35	Support of corporate strategy	2.67
Support of corporate strategy	3.30	Selection of the right participants	2.64
Achievement of stated goals	3.27	Impact of the organizational setup/structure of the LD function on business performance	2.64
Impact on individual performance	3.27	Staff dedicated to LD	2.63
Selection of the right participants	3.17	Achievement of stated goals	2.61
Learning systems and processes for LD	3.13	Impact on individual performance	2.61
Selection and collaboration with external suppliers of LD	3.12	Impact on organizational performance	2.53
Impact on organizational performance	3.11	Learning systems and processes for LD	2.51
Impact of the organizational setup/structure of the LD function on business performance	3.11	Engagement of participants and stakeholders	2.49
Engagement of participants and stakeholders	3.06	Selection and collaboration with external suppliers of LD	2.45

Note: Average is based on the number of respondents who indicated each response option: Not at all effective (1), A little effective (2), Somewhat effective (3) and Very effective (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 27

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES

LD Activity	Average
Engagement of participants and stakeholders	3.28
Support of corporate strategy	3.25
Setup/structure of the LD function to create an impact on business performance	3.19
Selection of the right participants	3.18
Learning systems and processes for LD	3.18
Effectiveness of LD staff	3.12
Performance of LD initiatives	3.11
Number of staff involved in LD	2.88
Selection and collaboration with external suppliers of LD	2.75

Note: n = 293-297. Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 28

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY OPERATIONS IN SINGLE COUNTRY VERSUS INTERNATIONAL OPERATIONS

Single-Country Operations (n = 163-166)		International Operations (n = 129-131)	
LD Activity	Average	LD Activity	Average
Setup/structure of the LD function to create an impact on business performance	3.26	Engagement of participants and stakeholders	3.32
Support of corporate strategy	3.25	Support of corporate strategy	3.26
Engagement of participants and stakeholders	3.24	Selection of the right participants	3.13
Learning systems and processes for LD	3.23	Setup/structure of the LD function to create an impact on business performance	3.10
Selection of the right participants	3.22	Learning systems and processes for LD	3.10
Effectiveness of LD staff	3.20	Performance of LD initiatives	3.09
Performance of LD initiatives	3.14	Effectiveness of LD staff	3.02
Number of staff involved in LD	2.91	Number of staff involved in LD	2.83
Selection and collaboration with external suppliers of LD	2.76	Selection and collaboration with external suppliers of LD	2.74

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 29

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY UNIT TYPE

Single-Unit Organizations (n = 56-58)		Multi-Unit Organizations (n = 233-236)	
LD Activity	Average	LD Activity	Average
Selection of the right participants	3.07	Engagement of participants and stakeholders	3.37
Learning systems and processes for LD	3.00	Support of corporate strategy	3.33
Effectiveness of LD staff	2.98	Setup/structure of the LD function to create an impact on business performance	3.25
Support of corporate strategy	2.97	Learning systems and processes for LD	3.23
Setup/structure of the LD function to create an impact on business performance	2.97	Selection of the right participants	3.22
Engagement of participants and stakeholders	2.91	Performance of LD initiatives	3.18
Performance of LD initiatives	2.86	Effectiveness of LD staff	3.17
Number of staff involved in LD	2.72	Number of staff involved in LD	2.91
Selection and collaboration with external suppliers of LD	2.59	Selection and collaboration with external suppliers of LD	2.79

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 30

AVERAGE IMPORTANCE OF IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY GEOGRAPHIC LOCATION OF HQ

Europe (n = 82-83)		United States (n = 195-198)	
LD Activity	Average	LD Activity	Average
Engagement of participants and stakeholders	3.41	Engagement of participants and stakeholders	3.22
Support of corporate strategy	3.39	Support of corporate strategy	3.21
Setup/structure of the LD function to create an impact on business performance	3.29	Effectiveness of LD staff	3.20
Learning systems and processes for LD	3.19	Selection of the right participants	3.19
Performance of LD initiatives	3.18	Learning systems and processes for LD	3.17
Selection of the right participants	3.13	Setup/structure of the LD function to create an impact on business performance	3.16
Effectiveness of LD staff	2.96	Performance of LD initiatives	3.11
Selection and collaboration with external suppliers of LD	2.73	Number of staff involved in LD	2.94
Number of staff involved in LD	2.67	Selection and collaboration with external suppliers of LD	2.75

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 31

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY ORGANIZATION SIZE

Mid- to Large-Sized Organizations (n = 160-162)		Small Organizations (n = 132-135)	
LD Activity	Average	LD Activity	Average
Engagement of participants and stakeholders	3.31	Selection of the right participants	3.25
Support of corporate strategy	3.28	Engagement of participants and stakeholders	3.24
Setup/structure of the LD function to create an impact on business performance	3.16	Learning systems and processes for LD	3.23
Learning systems and processes for LD	3.13	Support of corporate strategy	3.23
Selection of the right participants	3.12	Setup/structure of the LD function to create an impact on business performance	3.22
Performance of LD initiatives	3.09	Effectiveness of LD staff	3.21
Effectiveness of LD staff	3.06	Performance of LD initiatives	3.16
Number of staff involved in LD	2.76	Number of staff involved in LD	3.01
Selection and collaboration with external suppliers of LD	2.71	Selection and collaboration with external suppliers of LD	2.80

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 32

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY FINANCIAL SUCCESS OF ORGANIZATION OVER PAST THREE YEARS COMPARED WITH COMPETITION WITHIN INDUSTRY

Very to Extremely Successful (n = 144-147)		Not at All to Moderately Successful (n = 141-143)	
LD Activity	Average	LD Activity	Average
Engagement of participants and stakeholders	3.34	Support of corporate strategy	3.22
Support of corporate strategy	3.27	Engagement of participants and stakeholders	3.20
Learning systems and processes for LD	3.24	Setup/structure of the LD function to create an impact on business performance	3.16
Selection of the right participants	3.21	Selection of the right participants	3.15
Setup/structure of the LD function to create an impact on business performance	3.20	Learning systems and processes for LD	3.10
Performance of LD initiatives	3.17	Effectiveness of LD staff	3.06
Effectiveness of LD staff	3.17	Performance of LD initiatives	3.05
Number of staff involved in LD	2.99	Number of staff involved in LD	2.77
Selection and collaboration with external suppliers of LD	2.90	Selection and collaboration with external suppliers of LD	2.60

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 33

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY IMPORTANCE OF LD TO THE CEO'S STRATEGIC AGENDA

Very to Extremely Important to the CEO's Agenda (n = 180-182)		Not at All to Moderately Important to the CEO's Agenda (n = 109-112)	
LD Activity	Average	LD Activity	Average
Support of corporate strategy	3.52	Engagement of participants and stakeholders	2.90
Engagement of participants and stakeholders	3.50	Learning systems and processes for LD	2.87
Setup/structure of the LD function to create an impact on business performance	3.43	Selection of the right participants	2.82
Selection of the right participants	3.39	Setup/structure of the LD function to create an impact on business performance	2.81
Performance of LD initiatives	3.37	Support of corporate strategy	2.81
Learning systems and processes for LD	3.36	Effectiveness of LD staff	2.72
Effectiveness of LD staff	3.36	Performance of LD initiatives	2.69
Number of staff involved in LD	3.10	Number of staff involved in LD	2.48
Selection and collaboration with external suppliers of LD	2.96	Selection and collaboration with external suppliers of LD	2.39

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 34

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES, BY DEDICATED CENTRAL LD FUNCTION STATUS

Dedicated Central Function for LD (n = 136-138)		No Dedicated Central Function for LD (n = 150-154)	
LD Activity	Average	LD Activity	Average
Engagement of participants and stakeholders	3.50	Learning systems and processes for LD	3.11
Support of corporate strategy	3.45	Engagement of participants and stakeholders	3.11
Selection of the right participants	3.30	Support of corporate strategy	3.10
Setup/structure of the LD function to create an impact on business performance	3.30	Setup/structure of the LD function to create an impact on business performance	3.10
Effectiveness of LD staff	3.28	Selection of the right participants	3.08
Performance of LD initiatives	3.27	Effectiveness of LD staff	3.02
Learning systems and processes for LD	3.26	Performance of LD initiatives	2.99
Number of staff involved in LD	2.95	Number of staff involved in LD	2.83
Selection and collaboration with external suppliers of LD	2.86	Selection and collaboration with external suppliers of LD	2.67

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 35

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES,
BY MATURITY OF THE DEDICATED CENTRAL LD FUNCTION

10 Years or Less (n = 66-67)		More than 10 Years (n = 60-61)	
LD Activity	Average	LD Activity	Average
Engagement of participants and stakeholders	3.62	Support of corporate strategy	3.35
Support of corporate strategy	3.52	Engagement of participants and stakeholders	3.34
Selection of the right participants	3.43	Setup/structure of the LD function to create an impact on business performance	3.26
Setup/structure of the LD function to create an impact on business performance	3.38	Effectiveness of LD staff	3.25
Performance of LD initiatives	3.36	Learning systems and processes for LD	3.18
Learning systems and processes for LD	3.35	Performance of LD initiatives	3.15
Effectiveness of LD staff	3.24	Selection of the right participants	3.15
Number of staff involved in LD	3.09	Selection and collaboration with external suppliers of LD	2.79
Selection and collaboration with external suppliers of LD	2.91	Number of staff involved in LD	2.77

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 36

AVERAGE IMPORTANCE FOR IMPROVING THE EFFECTIVENESS OF ORGANIZATION'S LD ACTIVITIES,
BY LEVEL OF FINANCIAL RESOURCES FOR LD VERSUS INDUSTRY

Resources for LD Higher Than Average (n = 61-62)		Resources for LD Average or Lower Than Average (n = 157-159)	
LD Activity	Average	LD Activity	Average
Setup/structure of the LD function to create an impact on business performance	3.52	Engagement of participants and stakeholders	3.20
Engagement of participants and stakeholders	3.48	Support of corporate strategy	3.19
Selection of the right participants	3.42	Setup/structure of the LD function to create an impact on business performance	3.08
Learning systems and processes for LD	3.41	Selection of the right participants	3.08
Support of corporate strategy	3.39	Learning systems and processes for LD	3.08
Performance of LD initiatives	3.33	Effectiveness of LD staff	3.02
Effectiveness of LD staff	3.33	Performance of LD initiatives	3.01
Number of staff involved in LD	3.07	Number of staff involved in LD	2.79
Selection and collaboration with external suppliers of LD	2.93	Selection and collaboration with external suppliers of LD	2.65

Note: Average is based on the number of respondents who indicated each response option: Not at all important (1), A little important (2), Somewhat important (3) and Very important (4).

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 37

OVERALL EFFECTIVENESS OF LD ACTIVITIES

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Impact of the organizational setup/structure of the LD function on business performance	8%	23%	53%	17%
Learning systems and processes for LD	10%	26%	52%	13%
Achievement of stated goals	6%	24%	52%	17%
Support of corporate strategy	8%	23%	50%	19%
Staff dedicated to LD	8%	23%	46%	23%
Selection and collaboration with external suppliers of LD	12%	28%	44%	17%
Selection of the right participants	8%	27%	47%	18%
Engagement of participants and stakeholders	11%	29%	47%	13%
Impact on individual performance	7%	25%	52%	16%
Impact on organizational performance	7%	30%	50%	13%

Note: n = 308-318.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 38

EFFECTIVENESS OF LD ACTIVITIES, BY OPERATIONS IN SINGLE COUNTRY VERSUS INTERNATIONAL OPERATIONS

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Single-Country Operations (n = 173-177)				
Impact of the organizational setup/structure of the LD function on business performance	8%	24%	53%	14%
Learning systems and processes for LD	10%	25%	53%	13%
Achievement of stated goals	7%	24%	56%	13%
Support of corporate strategy	10%	22%	52%	16%
Staff dedicated to LD	10%	25%	41%	23%
Selection and collaboration with external suppliers of LD	16%	27%	43%	14%
Selection of the right participants	9%	27%	48%	16%
Engagement of participants and stakeholders	10%	29%	49%	11%
Impact on individual performance	7%	25%	55%	13%
Impact on organizational performance	8%	29%	51%	12%
International Operations (n = 134-140)				
Impact of the organizational setup/structure of the LD function on business performance	6%	21%	52%	20%
Learning systems and processes for LD	9%	27%	51%	13%
Achievement of stated goals	6%	26%	46%	23%
Support of corporate strategy	6%	23%	48%	23%
Staff dedicated to LD	6%	20%	52%	22%
Selection and collaboration with external suppliers of LD	8%	27%	44%	20%
Selection of the right participants	7%	26%	46%	21%
Engagement of participants and stakeholders	12%	30%	43%	15%
Impact on individual performance	6%	25%	50%	19%
Impact on organizational performance	6%	31%	49%	13%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 39

EFFECTIVENESS OF LD ACTIVITIES, BY UNIT TYPE

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Single-Unit Organizations (n = 57-60)				
Impact of the organizational setup/structure of the LD function on business performance	8%	33%	43%	15%
Learning systems and processes for LD	10%	34%	43%	12%
Achievement of stated goals	9%	30%	51%	11%
Support of corporate strategy	7%	34%	46%	14%
Staff dedicated to LD	14%	37%	32%	17%
Selection and collaboration with external suppliers of LD	17%	32%	37%	14%
Selection of the right participants	12%	36%	45%	7%
Engagement of participants and stakeholders	14%	44%	31%	12%
Impact on individual performance	5%	32%	54%	8%
Impact on organizational performance	9%	31%	52%	9%
Multi-Unit Organizations (n = 247-255)				
Impact of the organizational setup/structure of the LD function on business performance	7%	21%	55%	17%
Learning systems and processes for LD	9%	24%	54%	13%
Achievement of stated goals	6%	23%	52%	19%
Support of corporate strategy	9%	20%	51%	20%
Staff dedicated to LD	7%	19%	49%	24%
Selection and collaboration with external suppliers of LD	11%	26%	45%	17%
Selection of the right participants	7%	24%	47%	21%
Engagement of participants and stakeholders	10%	26%	51%	13%
Impact on individual performance	7%	23%	52%	17%
Impact on organizational performance	7%	30%	49%	14%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 40

EFFECTIVENESS OF LD ACTIVITIES, BY GEOGRAPHIC LOCATION OF HQ

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Europe (n = 87-91)				
Impact of the organizational setup/structure of the LD function on business performance	7%	12%	70%	11%
Learning systems and processes for LD	4%	32%	54%	9%
Achievement of stated goals	6%	19%	53%	22%
Support of corporate strategy	4%	20%	51%	24%
Staff dedicated to LD	2%	12%	63%	22%
Selection and collaboration with external suppliers of LD	5%	15%	62%	18%
Selection of the right participants	3%	18%	57%	21%
Engagement of participants and stakeholders	7%	30%	48%	15%
Impact on individual performance	3%	18%	59%	19%
Impact on organizational performance	6%	29%	56%	9%
United States (n = 202-210)				
Impact of the organizational setup/structure of the LD function on business performance	9%	26%	46%	19%
Learning systems and processes for LD	12%	23%	51%	14%
Achievement of stated goals	7%	28%	50%	15%
Support of corporate strategy	10%	23%	50%	17%
Staff dedicated to LD	11%	26%	39%	23%
Selection and collaboration with external suppliers of LD	16%	31%	37%	16%
Selection of the right participants	10%	28%	45%	17%
Engagement of participants and stakeholders	12%	29%	46%	13%
Impact on individual performance	8%	27%	50%	15%
Impact on organizational performance	7%	31%	47%	15%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 41

EFFECTIVENESS OF LD ACTIVITIES, BY ORGANIZATION SIZE

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Mid- to Large-Sized Organizations (n = 165-170)				
Impact of the organizational setup/structure of the LD function on business performance	8%	19%	55%	18%
Learning systems and processes for LD	9%	25%	52%	14%
Achievement of stated goals	6%	23%	49%	22%
Support of corporate strategy	8%	17%	52%	24%
Staff dedicated to LD	8%	16%	50%	26%
Selection and collaboration with external suppliers of LD	10%	21%	49%	21%
Selection of the right participants	7%	24%	48%	21%
Engagement of participants and stakeholders	11%	26%	49%	14%
Impact on individual performance	8%	22%	51%	19%
Impact on organizational performance	7%	31%	47%	15%
Small Organizations (n = 141-147)				
Impact of the organizational setup/structure of the LD function on business performance	7%	28%	50%	16%
Learning systems and processes for LD	10%	26%	52%	11%
Achievement of stated goals	7%	26%	55%	12%
Support of corporate strategy	9%	29%	48%	14%
Staff dedicated to LD	8%	31%	42%	19%
Selection and collaboration with external suppliers of LD	15%	35%	38%	12%
Selection of the right participants	9%	29%	47%	15%
Engagement of participants and stakeholders	11%	33%	44%	12%
Impact on individual performance	6%	29%	55%	11%
Impact on organizational performance	8%	29%	54%	10%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 42

EFFECTIVENESS OF LD ACTIVITIES, BY FINANCIAL SUCCESS OF ORGANIZATION OVER PAST THREE YEARS COMPARED WITH COMPETITION WITHIN INDUSTRY

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Very to Extremely Successful (n = 153-157)				
Impact of the organizational setup/structure of the LD function on business performance	5%	17%	53%	25%
Learning systems and processes for LD	8%	22%	51%	19%
Achievement of stated goals	7%	22%	50%	22%
Support of corporate strategy	6%	17%	51%	26%
Staff dedicated to LD	5%	19%	49%	26%
Selection and collaboration with external suppliers of LD	10%	27%	41%	23%
Selection of the right participants	6%	23%	50%	21%
Engagement of participants and stakeholders	8%	27%	47%	18%
Impact on individual performance	5%	24%	53%	19%
Impact on organizational performance	6%	28%	48%	18%
Not at all to Moderately Successful (n = 146-154)				
Impact of the organizational setup/structure of the LD function on business performance	10%	30%	52%	8%
Learning systems and processes for LD	12%	29%	53%	6%
Achievement of stated goals	7%	27%	54%	13%
Support of corporate strategy	11%	27%	50%	12%
Staff dedicated to LD	12%	26%	44%	19%
Selection and collaboration with external suppliers of LD	15%	28%	47%	10%
Selection of the right participants	9%	30%	46%	14%
Engagement of participants and stakeholders	15%	31%	47%	8%
Impact on individual performance	9%	25%	53%	12%
Impact on organizational performance	9%	31%	53%	7%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 43

EFFECTIVENESS OF LD ACTIVITIES, BY IMPORTANCE OF LD TO THE CEO'S STRATEGIC AGENDA

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Very to Extremely Important to the CEO's Agenda (n = 187-193)				
Impact of the organizational setup/structure of the LD function on business performance	3%	16%	56%	25%
Learning systems and processes for LD	3%	20%	57%	20%
Achievement of stated goals	1%	17%	55%	27%
Support of corporate strategy	2%	13%	55%	30%
Staff dedicated to LD	3%	17%	50%	31%
Selection and collaboration with external suppliers of LD	6%	20%	50%	24%
Selection of the right participants	3%	18%	53%	26%
Engagement of participants and stakeholders	4%	25%	51%	20%
Impact on individual performance	2%	19%	56%	23%
Impact on organizational performance	3%	22%	56%	19%
Not at All to Moderately Important to the CEO's Agenda (n = 116-120)				
Impact of the organizational setup/structure of the LD function on business performance	16%	36%	45%	3%
Learning systems and processes for LD	21%	35%	42%	2%
Achievement of stated goals	15%	37%	45%	3%
Support of corporate strategy	19%	37%	42%	2%
Staff dedicated to LD	18%	33%	39%	10%
Selection and collaboration with external suppliers of LD	22%	40%	33%	5%
Selection of the right participants	16%	42%	36%	6%
Engagement of participants and stakeholders	23%	36%	38%	3%
Impact on individual performance	15%	36%	46%	3%
Impact on organizational performance	15%	42%	41%	3%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 44

EFFECTIVENESS OF LD ACTIVITIES, BY DEDICATED CENTRAL LD FUNCTION STATUS

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Dedicated Central Function for LD (n = 142-147)				
Impact of the organizational setup/structure of the LD function on business performance	3%	15%	61%	20%
Learning systems and processes for LD	3%	22%	56%	20%
Achievement of stated goals	2%	18%	52%	28%
Support of corporate strategy	1%	14%	53%	31%
Staff dedicated to LD	1%	15%	50%	34%
Selection and collaboration with external suppliers of LD	2%	21%	49%	27%
Selection of the right participants	3%	17%	52%	28%
Engagement of participants and stakeholders	3%	25%	54%	18%
Impact on individual performance	1%	15%	57%	27%
Impact on organizational performance	2%	24%	53%	21%
No Dedicated Central Function for LD (n = 158-165)				
Impact of the organizational setup/structure of the LD function on business performance	12%	30%	44%	14%
Learning systems and processes for LD	15%	30%	48%	7%
Achievement of stated goals	11%	30%	50%	9%
Support of corporate strategy	14%	30%	47%	9%
Staff dedicated to LD	15%	30%	42%	14%
Selection and collaboration with external suppliers of LD	22%	33%	38%	7%
Selection of the right participants	13%	35%	42%	9%
Engagement of participants and stakeholders	18%	34%	40%	8%
Impact on individual performance	12%	35%	48%	6%
Impact on organizational performance	11%	36%	47%	6%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 45

EFFECTIVENESS OF LD ACTIVITIES, BY MATURITY OF THE DEDICATED CENTRAL LD FUNCTION

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
10 Years or Less (n = 67-71)				
Impact of the organizational setup/structure of the LD function on business performance	1%	13%	64%	21%
Learning systems and processes for LD	1%	24%	59%	15%
Achievement of stated goals	0%	14%	54%	31%
Support of corporate strategy	0%	19%	54%	27%
Staff dedicated to LD	0%	17%	49%	34%
Selection and collaboration with external suppliers of LD	1%	21%	51%	26%
Selection of the right participants	1%	25%	49%	25%
Engagement of participants and stakeholders	3%	30%	44%	23%
Impact on individual performance	0%	18%	54%	28%
Impact on organizational performance	3%	28%	49%	20%
More Than 10 Years (n = 63-66)				
Impact of the organizational setup/structure of the LD function on business performance	5%	17%	62%	17%
Learning systems and processes for LD	2%	22%	57%	20%
Achievement of stated goals	2%	24%	52%	22%
Support of corporate strategy	2%	12%	52%	34%
Staff dedicated to LD	2%	14%	57%	28%
Selection and collaboration with external suppliers of LD	2%	23%	50%	25%
Selection of the right participants	2%	11%	58%	29%
Engagement of participants and stakeholders	2%	22%	66%	11%
Impact on individual performance	0%	12%	63%	25%
Impact on organizational performance	0%	22%	60%	18%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 46

EFFECTIVENESS OF LD ACTIVITIES, BY LEVEL OF FINANCIAL RESOURCES FOR LD VERSUS INDUSTRY

LD Activity	Not at All Effective	A Little Effective	Somewhat Effective	Very Effective
Resources for LD Higher Than Average (n = 64-67)				
Impact of the organizational setup/structure of the LD function on business performance	3%	17%	47%	33%
Learning systems and processes for LD	1%	12%	58%	28%
Achievement of stated goals	0%	11%	52%	38%
Support of corporate strategy	0%	12%	45%	42%
Staff dedicated to LD	0%	6%	53%	41%
Selection and collaboration with external suppliers of LD	3%	15%	48%	33%
Selection of the right participants	2%	15%	48%	35%
Engagement of participants and stakeholders	3%	15%	55%	27%
Impact on individual performance	0%	5%	64%	31%
Impact on organizational performance	3%	14%	52%	31%
Resources for LD Average or Lower Than Average (n = 165-170)				
Impact of the organizational setup/structure of the LD function on business performance	8%	27%	59%	6%
Learning systems and processes for LD	11%	31%	54%	4%
Achievement of stated goals	7%	33%	51%	8%
Support of corporate strategy	10%	24%	55%	11%
Staff dedicated to LD	12%	29%	45%	15%
Selection and collaboration with external suppliers of LD	14%	33%	46%	7%
Selection of the right participants	8%	33%	47%	13%
Engagement of participants and stakeholders	11%	35%	47%	7%
Impact on individual performance	8%	33%	50%	9%
Impact on organizational performance	7%	37%	52%	4%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 47

OVERALL IMPORTANCE OF LD ACTIVITIES

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Setup/structure of the LD function to create an impact on business performance	5%	15%	37%	43%
Learning systems and processes for LD	3%	16%	41%	40%
Performance of LD initiatives	3%	18%	42%	36%
Support of corporate strategy	4%	15%	33%	48%
Effectiveness of LD staff	4%	18%	39%	39%
Number of staff involved in LD	8%	24%	40%	28%
Selection and collaboration with external suppliers of LD	10%	29%	36%	25%
Selection of the right participants	4%	16%	37%	42%
Engagement of participants and stakeholders	3%	13%	37%	47%

Note: n = 293-297.

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 48

IMPORTANCE OF LD ACTIVITIES, BY OPERATIONS IN SINGLE COUNTRY VERSUS INTERNATIONAL OPERATIONS

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Single-Country Operations (n = 163-166)				
Setup/structure of the LD function to create an impact on business performance	2%	16%	36%	46%
Learning systems and processes for LD	2%	16%	38%	44%
Performance of LD initiatives	4%	19%	36%	41%
Support of corporate strategy	4%	12%	38%	45%
Effectiveness of LD staff	4%	14%	39%	43%
Number of staff involved in LD	9%	21%	40%	30%
Selection and collaboration with external suppliers of LD	12%	25%	37%	25%
Selection of the right participants	4%	15%	35%	45%
Engagement of participants and stakeholders	4%	13%	37%	46%
International Operations (n = 129-131)				
Setup/structure of the LD function to create an impact on business performance	8%	14%	39%	39%
Learning systems and processes for LD	4%	17%	45%	35%
Performance of LD initiatives	3%	16%	49%	32%
Support of corporate strategy	4%	18%	26%	52%
Effectiveness of LD staff	5%	22%	39%	34%
Number of staff involved in LD	7%	29%	39%	26%
Selection and collaboration with external suppliers of LD	8%	34%	34%	24%
Selection of the right participants	4%	18%	39%	39%
Engagement of participants and stakeholders	2%	12%	36%	49%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 49

IMPORTANCE OF LD ACTIVITIES, BY UNIT TYPE

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Single-Unit Organizations (n = 56-58)				
Setup/structure of the LD function to create an impact on business performance	3%	26%	41%	29%
Learning systems and processes for LD	2%	26%	43%	29%
Performance of LD initiatives	5%	29%	40%	26%
Support of corporate strategy	7%	22%	38%	33%
Effectiveness of LD staff	7%	17%	47%	29%
Number of staff involved in LD	10%	28%	41%	21%
Selection and collaboration with external suppliers of LD	14%	29%	41%	16%
Selection of the right participants	5%	16%	47%	33%
Engagement of participants and stakeholders	9%	20%	43%	29%
Multi-Unit Organizations (n = 233-236)				
Setup/structure of the LD function to create an impact on business performance	5%	12%	36%	47%
Learning systems and processes for LD	3%	14%	40%	43%
Performance of LD initiatives	3%	15%	42%	40%
Support of corporate strategy	3%	13%	31%	52%
Effectiveness of LD staff	4%	17%	37%	42%
Number of staff involved in LD	8%	24%	38%	30%
Selection and collaboration with external suppliers of LD	9%	29%	34%	27%
Selection of the right participants	3%	17%	34%	45%
Engagement of participants and stakeholders	2%	11%	35%	52%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 50

IMPORTANCE OF LD ACTIVITIES, BY GEOGRAPHIC LOCATION OF HQ

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Europe (n = 82-83)				
Setup/structure of the LD function to create an impact on business performance	4%	16%	29%	52%
Learning systems and processes for LD	1%	17%	43%	39%
Performance of LD initiatives	0%	14%	53%	33%
Support of corporate strategy	0%	15%	32%	54%
Effectiveness of LD staff	2%	28%	41%	29%
Number of staff involved in LD	5%	40%	38%	17%
Selection and collaboration with external suppliers of LD	5%	39%	35%	22%
Selection of the right participants	2%	19%	41%	37%
Engagement of participants and stakeholders	0%	7%	45%	48%
United States (n = 195-198)				
Setup/structure of the LD function to create an impact on business performance	6%	13%	41%	40%
Learning systems and processes for LD	4%	16%	40%	40%
Performance of LD initiatives	5%	19%	37%	39%
Support of corporate strategy	6%	14%	34%	46%
Effectiveness of LD staff	6%	13%	37%	44%
Number of staff involved in LD	10%	19%	38%	33%
Selection and collaboration with external suppliers of LD	13%	26%	34%	27%
Selection of the right participants	5%	15%	35%	45%
Engagement of participants and stakeholders	5%	15%	33%	47%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 51

IMPORTANCE OF LD ACTIVITIES, BY ORGANIZATION SIZE

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Mid- to Large-Sized Organizations (n = 160-162)				
Setup/structure of the LD function to create an impact on business performance	8%	12%	35%	45%
Learning systems and processes for LD	5%	15%	42%	38%
Performance of LD initiatives	5%	14%	49%	32%
Support of corporate strategy	6%	12%	32%	51%
Effectiveness of LD staff	6%	19%	39%	37%
Number of staff involved in LD	10%	26%	41%	23%
Selection and collaboration with external suppliers of LD	11%	31%	35%	24%
Selection of the right participants	6%	17%	35%	42%
Engagement of participants and stakeholders	4%	10%	38%	48%
Small Organizations (n = 132-135)				
Setup/structure of the LD function to create an impact on business performance	1%	18%	40%	41%
Learning systems and processes for LD	1%	18%	39%	42%
Performance of LD initiatives	1%	23%	34%	42%
Support of corporate strategy	2%	18%	34%	45%
Effectiveness of LD staff	2%	16%	40%	41%
Number of staff involved in LD	6%	22%	37%	35%
Selection and collaboration with external suppliers of LD	10%	27%	37%	26%
Selection of the right participants	1%	16%	40%	43%
Engagement of participants and stakeholders	3%	16%	35%	46%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 52

IMPORTANCE OF LD ACTIVITIES, BY FINANCIAL SUCCESS OF ORGANIZATION OVER PAST THREE YEARS COMPARED WITH COMPETITION WITHIN INDUSTRY

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Very to Extremely Successful (n = 144-147)				
Setup/structure of the LD function to create an impact on business performance	5%	14%	37%	44%
Learning systems and processes for LD	2%	14%	42%	42%
Performance of LD initiatives	1%	18%	43%	38%
Support of corporate strategy	3%	15%	33%	49%
Effectiveness of LD staff	3%	18%	39%	40%
Number of staff involved in LD	4%	23%	42%	30%
Selection and collaboration with external suppliers of LD	7%	26%	35%	31%
Selection of the right participants	3%	16%	39%	42%
Engagement of participants and stakeholders	1%	12%	39%	48%
Not at All to Moderately Successful (n = 141-143)				
Setup/structure of the LD function to create an impact on business performance	4%	17%	38%	41%
Learning systems and processes for LD	4%	20%	38%	38%
Performance of LD initiatives	6%	19%	41%	35%
Support of corporate strategy	5%	15%	32%	47%
Effectiveness of LD staff	6%	18%	38%	37%
Number of staff involved in LD	12%	25%	37%	26%
Selection and collaboration with external suppliers of LD	12%	33%	37%	18%
Selection of the right participants	6%	17%	34%	43%
Engagement of participants and stakeholders	6%	14%	35%	45%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 53

IMPORTANCE OF LD ACTIVITIES, BY IMPORTANCE OF LD TO THE CEO'S STRATEGIC AGENDA

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Very to Extremely Important to the CEO's Agenda (n = 180-182)				
Setup/structure of the LD function to create an impact on business performance	2%	8%	36%	54%
Learning systems and processes for LD	1%	9%	43%	47%
Performance of LD initiatives	0%	10%	43%	47%
Support of corporate strategy	0%	9%	29%	62%
Effectiveness of LD staff	1%	14%	33%	52%
Number of staff involved in LD	3%	20%	41%	36%
Selection and collaboration with external suppliers of LD	4%	28%	36%	31%
Selection of the right participants	1%	12%	35%	52%
Engagement of participants and stakeholders	0%	7%	35%	57%
Not at All to Moderately Important to the CEO's Agenda (n = 109-112)				
Setup/structure of the LD function to create an impact on business performance	9%	26%	40%	25%
Learning systems and processes for LD	6%	28%	38%	28%
Performance of LD initiatives	9%	32%	39%	20%
Support of corporate strategy	11%	24%	39%	27%
Effectiveness of LD staff	10%	25%	48%	17%
Number of staff involved in LD	17%	32%	36%	15%
Selection and collaboration with external suppliers of LD	21%	32%	35%	13%
Selection of the right participants	10%	24%	40%	26%
Engagement of participants and stakeholders	9%	22%	39%	30%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 54

IMPORTANCE OF LD ACTIVITIES, BY DEDICATED CENTRAL LD FUNCTION STATUS

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Dedicated Central Function for LD (n = 136-138)				
Setup/structure of the LD function to create an impact on business performance	4%	9%	42%	46%
Learning systems and processes for LD	1%	13%	43%	42%
Performance of LD initiatives	1%	11%	49%	39%
Support of corporate strategy	1%	11%	31%	57%
Effectiveness of LD staff	1%	16%	36%	47%
Number of staff involved in LD	7%	21%	43%	29%
Selection and collaboration with external suppliers of LD	7%	31%	33%	30%
Selection of the right participants	2%	14%	36%	49%
Engagement of participants and stakeholders	0%	7%	37%	56%
No Dedicated Central Function for LD (n = 150-154)				
Setup/structure of the LD function to create an impact on business performance	5%	21%	33%	41%
Learning systems and processes for LD	5%	19%	38%	39%
Performance of LD initiatives	6%	24%	36%	35%
Support of corporate strategy	7%	18%	34%	41%
Effectiveness of LD staff	6%	19%	42%	33%
Number of staff involved in LD	9%	27%	36%	28%
Selection and collaboration with external suppliers of LD	13%	28%	38%	21%
Selection of the right participants	6%	18%	37%	39%
Engagement of participants and stakeholders	7%	17%	36%	41%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 55

IMPORTANCE OF LD ACTIVITIES, BY MATURITY OF THE DEDICATED CENTRAL LD FUNCTION

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
10 Years or Less (n = 66-67)				
Setup/structure of the LD function to create an impact on business performance	3%	8%	38%	52%
Learning systems and processes for LD	2%	9%	42%	47%
Performance of LD initiatives	0%	9%	45%	45%
Support of corporate strategy	1%	9%	25%	64%
Effectiveness of LD staff	2%	20%	32%	47%
Number of staff involved in LD	2%	20%	47%	32%
Selection and collaboration with external suppliers of LD	3%	33%	33%	30%
Selection of the right participants	0%	13%	30%	57%
Engagement of participants and stakeholders	0%	3%	32%	65%
More Than 10 Years (n = 60-61)				
Setup/structure of the LD function to create an impact on business performance	3%	10%	44%	43%
Learning systems and processes for LD	2%	18%	41%	39%
Performance of LD initiatives	2%	13%	54%	31%
Support of corporate strategy	0%	13%	38%	48%
Effectiveness of LD staff	2%	13%	44%	41%
Number of staff involved in LD	10%	27%	40%	23%
Selection and collaboration with external suppliers of LD	10%	30%	33%	28%
Selection of the right participants	3%	15%	46%	36%
Engagement of participants and stakeholders	0%	10%	46%	44%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

TABLE 56

IMPORTANCE OF LD ACTIVITIES, BY LEVEL OF FINANCIAL RESOURCES FOR LD VERSUS INDUSTRY

LD Activity	Not at All Important	A Little Important	Somewhat Important	Very Important
Resources for LD Higher Than Average (n = 61-62)				
Setup/structure of the LD function to create an impact on business performance	0%	8%	31%	61%
Learning systems and processes for LD	2%	5%	44%	49%
Performance of LD initiatives	0%	11%	44%	44%
Support of corporate strategy	2%	11%	33%	54%
Effectiveness of LD staff	0%	13%	41%	46%
Number of staff involved in LD	3%	20%	44%	33%
Selection and collaboration with external suppliers of LD	7%	25%	38%	31%
Selection of the right participants	2%	10%	34%	55%
Engagement of participants and stakeholders	0%	7%	39%	54%
Resources Average or Lower Than Average (n = 157-159)				
Setup/structure of the LD function to create an impact on business performance	4%	18%	43%	35%
Learning systems and processes for LD	3%	20%	43%	34%
Performance of LD initiatives	3%	23%	43%	30%
Support of corporate strategy	4%	15%	39%	42%
Effectiveness of LD staff	5%	20%	43%	32%
Number of staff involved in LD	8%	28%	39%	24%
Selection and collaboration with external suppliers of LD	10%	33%	38%	18%
Selection of the right participants	4%	19%	41%	36%
Engagement of participants and stakeholders	4%	14%	41%	41%

Source: Leadership Development: The Path to Greater Effectiveness (EFMD/NOCA/SHRM, 2016)

ENDNOTES

1 Excellence in Practice 2016: Recognizing Outstanding Learning and Development Partnerships. (2016, Oct.). *Global Focus: The EFMD Business Magazine*, Special Supplement. Retrieved from www.globalfocusmagazine.com/efmd-excellence-in-practice-awards-2016/

2 Correlations between each of the LD effectiveness ratings ranged from 0.51 to 0.76.

3 $r = 0.54$.

4 $r = 0.57$.

5 $r = 0.21$ and 0.26 , respectively.

6 $r = 0.54$.

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