Hudson
Leadership Blueprint White Paper
The right leaders for your organisation, today and tomorrow
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There is no doubt leaders are facing unprecedented and unrelenting challenges. According to Google’s database of literature over the past century, the word ‘uncertainty’ appears proportionately twice as often now as it did during the two World Wars (Google, 2015). So great is the pace of change that organisations are describing this new world order with the military-derived acronym VUCA, standing for Volatility, Uncertainty, Complexity and Ambiguity. Kodak, Enron, MySpace and Blackberry are among many examples of once-powerful brands that have swiftly exited centre stage.

Within these economic conditions and faced with an ageing workforce, ensuring a ready supply of talent is a real challenge for organisations that can impact sustained growth in the medium to long term. Businesses of all sizes have struggled to adapt and often find a shortage of talent and leadership holding them back.

In such an environment, having the capability to lead an organisation by turning these challenges into opportunities is key. In a world where change is a constant, where technology is disrupting almost every aspect of businesses, organisations need strong leadership more than ever. Most organisations know this, and know also that they are currently underprepared: a recent Deloitte study found that 86% of HR and business leaders cite leadership as one of their most important challenges, suggesting a ‘staggering capability gap’ in leadership pipelines (Canwell, Geller & Stockton, 2015).

Leadership in today’s ever changing business environment

Disruption, innovation, complexity, uncertainty: words synonymous with the environment organisations are now operating in across the world. In this dynamic landscape, the stakes are high and leaders are the glue that holds an organisation together, driving its success. But what makes great leadership today?
Context and agility in the leadership discussion

It is no simple task to identify and develop future leaders with the skills to face the current business environment. Integral to this is context. Identifying and developing the right leaders for a particular organisation at a particular time is a complex task. What makes a good leader in one situation may not work in another.

The context – the cultural, economic, political and environmental factors that define an organisation's current operating environment – has a large impact on what determines successful leadership. Without mapping and considering context, very few organisations know how to define, identify and develop the right kind of leader for both the present and the future of the organisation.

There is a range of attributes that most will agree a modern leader needs to possess. Leaders need to take positive and negative news in their stride. They need to be innovative and ready to challenge the status quo when it is no longer working. They should be nimble and flexible in the face of new media channels and market opportunities. They must embrace diversity.

But the leadership an organisation needs also differs due to a range of contextual factors like country, sector, economic climate and the stage of an organisation’s lifecycle. The abrasive personalities celebrated in the start-up world might be the target of an employee uprising if put at the helm of a large government organisation.

The thick-skinned pragmatism needed in times of painful restructuring could alienate and demoralise staff in better times that call for innovation, courage and calculated risk-taking.

There is no such thing as a one-size-fits-all leader, and the context of an organisation is a critical element in any leadership development program. Context, of course, can also change. Organisations need a structured approach to leadership but at the same time that approach must be adaptable: it should have built-in agility; it should be able to change as the organisation’s needs change.

Monitoring derailing behaviour

Most leadership models assess an individual's performance and their potential. What has become clear to us however, in our years of experience, is that assessing just these two parameters is no longer enough to effectively predict future success in a role.

Focus must also be put on potential ‘derailers’: the risks or pitfalls a leader may fall prey to. As people move into more senior or complex roles, they will be placed under increasing pressure to work harder and deliver faster.

Under such conditions, risk of derailment is increased because the ability to control one’s more extreme characteristics can become significantly more difficult (Toegel & Barsoux, 2012).

Focus must be put on potential ‘derailers’: the risks or pitfalls a leader may fall prey to.
### Five key questions about leadership today

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How do you define a leader today?</strong></td>
<td>In addition to changing business environments, Generation Y is challenging traditional beliefs of what leaders look like as they are less constricted by hierarchical rank and willing to approach anyone at any level.</td>
</tr>
<tr>
<td><strong>2. How do you identify a potential leader?</strong></td>
<td>An individual may not need direct reports to be considered a leader. Their influence may expand beyond specific teams into broader circles of influence.</td>
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<tr>
<td><strong>3. How do you find the right leaders for an organisation today?</strong></td>
<td>Cultural fit, or lack thereof, is often cited as a key reason for lack of success. Failing to define what leadership elements an organisation needs results in a one-size-fits-all approach to attracting and retaining talent.</td>
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<tr>
<td><strong>4. How do you find the right leaders for an organisation tomorrow?</strong></td>
<td>The leader who steered the ship out of the storm of last year may not be the kind of leader best suited to leading the organisation into a time of growth.</td>
</tr>
<tr>
<td><strong>5. How do you develop leaders for today and tomorrow?</strong></td>
<td>Understanding the best ways to develop leadership potential generally, coupled with detailed data analysis of individuals’ strengths and key areas for development, can help your organisation get its people where they need to be faster.</td>
</tr>
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</table>

It is against this background – the importance of considering context when evaluating leadership, and of building in responsiveness when planning for, measuring and managing performance and derailleurs – that we have developed the Hudson Leadership Blueprint.
The Hudson Leadership Blueprint

The Hudson Leadership Blueprint provides a practical way for organisations to define ‘leadership in context’ and assess current and future leaders against this through a structured, three-step process. It also promotes a scientific approach to leadership development by providing data-driven insights into critical skills gaps and key areas for development.

What makes the Leadership Blueprint unique

**Context:** A strong focus on looking at leadership in the context of the organisation, to ensure businesses can accurately identify the behaviours that make someone successful in their world.

**Derailers:** As well as measuring performance and potential, it supports organisations to assess the likelihood of an individual derailing, which can have significant negative consequences.

**Agility:** A dynamic and interactive leadership dashboard that provides an integrated overview of performance, potential and derailers across the entire organisation, within teams or divisions, as well as at an individual level. This allows HR departments and business leaders to fully leverage assessment data by ‘keeping it live’ for up to 24 months, and exploring new questions that emerge as the context changes over time.

The magic of the Leadership Blueprint comes to life in the interactive manner in which the information can be manipulated. By applying intuitive user-driven filters, the user can explore the data to show relationships, string specific insights together and find trends in order to answer important people questions.
How the Leadership Blueprint works

<table>
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<th>STEP 1</th>
<th>ORGANISATIONAL CONTEXT</th>
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<tbody>
<tr>
<td>STEP 2</td>
<td>HUDSON LEADERSHIP MODEL</td>
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<td>Measure current performance</td>
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<td></td>
<td>Measure leadership potential</td>
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<td></td>
<td>Identify possible derailers</td>
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<tr>
<td>STEP 3</td>
<td>LEADERSHIP BLUEPRINT</td>
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<tr>
<td></td>
<td>DEVELOPMENT AND BEYOND</td>
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</tbody>
</table>

After implementing the Leadership Blueprint, organisations will have actionable insights into the following:

- The bench strength of our talent
- Which individuals have most leadership potential across our business units
- Where our leadership pipeline is strong
- Where we should invest learning and development budget
- Where we would benefit from buying talent, and what skills we need to bring in.
Hudson Leadership Model

The Leadership Blueprint is underpinned by Hudson’s Leadership Model, which is based on a comprehensive review of leadership theory and principles by our registered psychologists across the globe, supported by our world class research and development centre based in Belgium.

This new model of leadership is based on an evolution of ideas emerging from the long history of leadership models rather than on any single theory or movement that may have been popular at a certain point in time or place. It is designed specifically to focus on what is required of leaders in today’s uncertain business environment and is underpinned by our own empirical research and global consulting experience.

Our view of leadership focuses on five key elements of leadership: Vision; Action; Impact; Connection and Drive. Each is brought to life in specific behaviours. Performance, potential and derailers can all be looked at through this leadership model to deliver actionable insights.

Our definition of leadership:

“Making others better as a result of your presence, uniting them towards common goals and ensuring a lasting impact in your absence.”
The five elements of leadership

Our view of leadership focuses on five key elements of leadership: Vision; Action; Impact; Connection and Drive. No element is the 'correct' definition of leadership. Rather, each organisation requires the right combination of these behavioural clusters to succeed in its particular context.

**Vision**

Creating a compelling vision for the future, combining the gathering of complex information from different sources with out-of-the-box thinking

- **Creates a compelling vision**
  - Having a clear vision of where the organisation needs to be, combining complex information with broad-minded thinking
- **Has mental flexibility**
  - Easily gathering information from different sources and thinking outside the box

**Action**

Managing uncertainty and change effectively, while showing courage and resilience and the ability to make sound decisions

- **Makes decisions**
  - Making sound decisions in a timely fashion and providing focused direction to others
- **Manages change & uncertainty**
  - Showing courage and resilience in an environment of uncertainty and effectively introducing change when necessary

**Impact**

Inspiring others to unleash their potential and talent by creating a shared sense of purpose and a learning culture

- **Unleashes potential & talent**
  - Untapping the unique talents of individuals, coaching others and creating a safe environment where people can make mistakes
- **Inspires a sense of purpose**
  - Creating a shared sense of purpose and enthusiasm for their ideas, by communicating clearly and authentically, and adjusting their message for different audiences

**Connection**

Embracing and leveraging diversity across perspectives and cultures while fostering positive emotions in others

- **Shows social intelligence**
  - Showing empathy and respect for the emotions of others and having a positive impact on their emotions
- **Embraces diversity**
  - Willing to embrace and harness the common ground between people from various backgrounds, perspectives and cultures

**Drive**

Confidently pursuing challenging career goals with a thirst for learning and appetite for feedback

- **Is curious to learn**
  - Wanting to learn more about oneself, being open to feedback and demonstrating an interest in learning things outside one’s own realm of expertise
- **Is driven by ambition**
  - Having an appetite to grow in the organisation, a thirst for more and a high level of self-confidence in one’s ability to become a leader
Another aspect of today’s business environment is the fact that employees across all levels of an organisation (Canwell, Dongrie, Neveras & Stockton, 2015) are required to demonstrate leadership, and increasingly don’t need to have direct reports to be a leader.

Social media (Kane, 2013) is challenging traditional views of leadership and influence as formal communication barriers that supported traditional hierarchies are replaced with instant electronic communications. With four generations now in the workforce, Generation Y’s style of leadership, which is often demonstrated from within the crowd rather than from on stage, will start to influence our views on what a good leader looks like.

Based on our experience of working with a wide range of organisations of different sizes and complexities, we have adapted Drotter’s six-passage model (Charan, Drotter & Noel, 2001; Drotter, 2003), which outlines the process by which individuals move from managing themselves to ultimately managing entire organisations.

We have streamlined Drotter’s model into five distinct levels of leadership, which we believe have greater utility across organisations regardless of size or complexity. We also focus on both people and professional/technical leadership, where an individual has no direct reports but leads cross-functional teams as a subject matter expert.

Too often, organisations focus only on the small minority who lead the organisation or divisions, while neglecting those who have a much greater day-to-day impact on driving business outcomes, clients and staff.

For organisations to take a strategic and proactive view of leadership, they also need to focus on discovering the potential of talented people at an early stage in their careers, rather than wait until a leadership position becomes vacant.
Vision at all leadership levels

In line with this notion of leadership at all levels, Hudson’s Leadership Model clearly defines how leaders at different levels can demonstrate each of the elements of leadership. Understandably, how a CEO demonstrates vision will differ greatly from an individual contributor leading themselves. Below is an example of the behavioural indicators associated with the leadership element “Vision” applied to each of the five leadership levels.

<table>
<thead>
<tr>
<th>Vision</th>
<th>Creates a compelling vision</th>
<th>Has mental flexibility</th>
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<tbody>
<tr>
<td>Leading self</td>
<td>Understands the purpose of their role within the organisation</td>
<td>Open to the input of other people</td>
</tr>
<tr>
<td></td>
<td>Understands how they contribute to the success of the team</td>
<td>Gathers information from different sources easily</td>
</tr>
<tr>
<td></td>
<td>Deals with complex information easily</td>
<td>Anticipates new situations in their job</td>
</tr>
<tr>
<td>Leading others</td>
<td>Understands the purpose of their team within the organisation</td>
<td>Open to ideas from the activities of other teams</td>
</tr>
<tr>
<td></td>
<td>Understands how the team contributes to the success of the department</td>
<td>Gathers information from different sources easily</td>
</tr>
<tr>
<td></td>
<td>Deals with complex information easily</td>
<td>Anticipates new situations for the team</td>
</tr>
<tr>
<td>Leading managers (or Senior Professional/Technical Staff)</td>
<td>Understands the purpose of their organisation</td>
<td>Open to the activities of other departments</td>
</tr>
<tr>
<td></td>
<td>Understands how the department contributes to the success of the organisation</td>
<td>Generates workable solutions from abstract concepts</td>
</tr>
<tr>
<td></td>
<td>Thinks in global terms, without losing him/herself in details</td>
<td>Anticipates new situations for their department</td>
</tr>
<tr>
<td>Leading divisions</td>
<td>Accurately identifies the impact of decisions on different parts of the organisation</td>
<td>Foresees the likely consequences for their organisation of developments in their sector</td>
</tr>
<tr>
<td></td>
<td>Creates a compelling vision for their department</td>
<td>Determines what information is required to take strategic decisions</td>
</tr>
<tr>
<td></td>
<td>Accurately interprets internal business parameters</td>
<td></td>
</tr>
<tr>
<td>Leading the organisation</td>
<td>Accurately identifies the impact of decisions on the organisation as a whole</td>
<td>Keeps abreast of economic developments</td>
</tr>
<tr>
<td></td>
<td>Has own personal view on how the organisation should move forward</td>
<td>Recognises market trends that are likely to have an impact on the business</td>
</tr>
<tr>
<td></td>
<td>Develops an integrated overview of the organisation across different functions or departments/areas</td>
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</tbody>
</table>
Stage 1: Context

Context plays a crucial part in the Leadership Blueprint, as the factors that define leadership potential in one context may not work in another. Further, the performance expectations and behaviours that are regarded as particularly derailing in an organisation may also differ.

Contextual elements include:

**Cultural, economic and political environment**

What works in the UK could potentially have an adverse effect in China.

Organisation-specific aspects, such as size, maturity and organisational culture.

What may be relevant to a large government organisation may be very different from what is needed of a start-up IT business.

**Evolving needs of both organisations and individuals**

As an organisation’s strategy changes, so their leadership requirements and the characteristics they require of their leaders will also change over time.

There is also no guarantee that someone who has been identified as a leader today will still be regarded as such in the future. An individual’s potential will be strongly determined by their capabilities and attributes, as well as their eagerness to learn, which can change over time.

Context plays a key role in adapting Hudson’s Leadership Model for each organisation and identifying what elements need to be looked at more closely. When designing leadership solutions, it’s essential to consult with organisations to ensure all of these crucial, organisation-specific factors are taken into account.

“What may be relevant to a large government organisation may be very different from what is needed in an IT start-up.”
The four elements of context

In line with our commitment to ‘simplifying the complex’, we have designed a card sort activity to help define ‘leadership in context’.

This card sort activity can be completed as part of individual interviews or focus groups with key stakeholders; and backed up with a review of relevant organisational documentation.

The key output is a contextual map which focuses on the importance of the leadership elements to an organisation, and any nuances that need to be captured with regards to defining and articulating what great leadership looks like.

Context in action

Over the last 18 months Hudson has been undergoing a significant transformation, aggressively growing scale and implementing more consistency in how we operate across the region.

In order for this to be successful, we've asked our leaders to be particularly strong on action in order to manage change effectively, make timely decisions and show resilience in an environment of uncertainty.

As we move into the next phase, and look to stretch ourselves into new territory, we may need our leaders to demonstrate more vision and impact as they unleash the potential of our people in a new direction.
Stage 2: performance, potential and derailleurs

Together, Hudson looks at an individual’s performance, their potential and their derailleurs, through the lens of our Leadership Model, to assess their overall leadership capability and inform talent management strategies and decisions.

Performance

A large percentage of high potentials are also high performers. Organisations therefore have the choice of using current performance as a ‘gateway’ to assessing leadership potential; or assessing performance at the same time as potential, to ensure that all individuals are assessed for leadership potential regardless of whether they are regarded as high performers or not.

No matter when performance is measured, it can be assessed in a number of ways. Typically, the focus is put on how someone performs against KPIs (or other predefined criteria) and current role competencies. The list on the opposite page provides a number of different options.

“Measuring performance ultimately looks at an individual’s past. Measuring potential looks to their future. But if you measure performance, potential and derailleurs combined, that’s when you reveal an individual’s full leadership potential.”

Simon Moylan, Executive General Manager, Talent Management, Asia Pacific, Hudson
Measuring performance

<table>
<thead>
<tr>
<th>Process</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nomination</strong></td>
<td>Nominations from others based on examples of role-modelling good behaviour and demonstrating values, strong performance against current role requirements and the completion of stretch assignments.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Self-nominations based on examples of role-modelling good behaviour, demonstration of values, strong performance against current role requirements, the completion of stretch assignments, and motivation and aspiration to be a future leader.</td>
</tr>
<tr>
<td><strong>Business metrics</strong></td>
<td>Performance against current role KPIs, business metrics and any other quantitative performance data.</td>
</tr>
<tr>
<td><strong>Performance ratings</strong></td>
<td>Performance against current role competencies and role responsibilities gained through annual or bi-annual performance appraisal processes.</td>
</tr>
<tr>
<td><strong>360 feedback</strong></td>
<td>Multi-rater feedback against current role competencies or the key elements in Hudson's Leadership Model (at level).</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>To collect evidence (from self or others) of examples of role-modelling good behaviour, demonstration of values, strong performance against current role requirements or key elements in Hudson's Leadership Model (at level), and motivation and aspiration to be a future leader.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Completion of assessments (such as business simulation exercises) through which data is gained on performance against current role competencies or key elements in Hudson's Leadership Model (at level).</td>
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</table>

Overall, we recommend that organisations take a multi-method approach to measuring performance. This helps to account for outliers in individual performance metrics, and to ensure fairness and equity. It also ensures that the individual’s personal view is combined with the views of others such as their manager, colleagues and/or direct reports, as well as expert Hudson assessors.

Spot the difference: rock star or poor performer?

Fiona, a retail manager, appears to be performing at the bottom of her peer group

- Sales growth is sluggish, despite a store refurbishment
- Staff retention is down

But a closer evaluation of a range of metrics shows otherwise

- Fiona has in fact managed out a raft of poor performers
- Individual consultant sales are significantly up on last year
- Customer feedback is best in class

A blended approach reveals the reality of performance

- Fiona is actually a high-performing manager who was moved into a struggling territory
- Her strong leadership capabilities will generate results in time
- A blended approach to metrics ensures future leaders like Fiona are identified and allowed to reach their full potential
Many organisations are currently finding themselves in awkward situations after selecting individuals for positions based solely on performance in their current roles, rather than on overall suitability for or potential to succeed in their new one.

This is also reflected in the ‘Peter Principle’ (Peter & Hull, 1969), which describes the situation in which an individual is promoted to a role beyond their current level of competence. In order for organisations to reach a position where they have a solid understanding of their leadership potential bench strength, it is important that they measure both performance and potential.

In order to determine an individual’s potential to perform in more senior and/or complex roles, we recommend they are benchmarked using Hudson’s Leadership Model.

However, context also plays a critical role in identifying potential, with the elements that define success unique to that organisation and the environment they find themselves in.

While we have identified benchmarks for each element of leadership based on our extensive databases, they don’t take into consideration the unique organisational context.

A key component of Stage 1 of the process (contextual mapping) involves deciding on any customisation required to adapt these five elements of leadership to align with an organisation’s needs at a specific point in time. This includes adjusting benchmarks where relevant.

A sample of how Hudson’s Leadership Model is contextualised to assess potential is provided below, showcasing how the contextual benchmarks have been modified based on an organisation’s specific needs.
A common perspective around leadership development is that an individual should capitalise on their strengths once they know and understand them. The thinking goes along the lines of: ‘better to focus on what you do best and surround yourself with people who have complementary strengths’.

These strengths are often evaluated through measuring performance and potential, with many organisations visualising the results across a nine-point grid. While we believe in the importance of a talent-oriented approach focusing on the strengths of individuals, accurately identifying someone’s pitfalls and derailers is also of importance to making the right decisions for hiring, promotion and development.

We have consulted a wide range of academic theory and research to identify five common derailers associated with each of the leadership elements within our new model.

In designing this complementary derailer model, we drew on two divergent streams of thinking within the literature: derailers as ‘over-used strengths’ and as ‘negative’ or ‘dark side’ behaviours. We have also considered existing derailer models and assessment tools.

**Strengths-based derailers**

Strengths-based derailer models suggest that you can have ‘too much of a good thing’, and predict that derailment mostly occurs when we take our strengths too far (Kaplan & Kaiser, 2009; Toegel & Barsoux, 2012). This is also the core of Ofman's theory (2001), which argues that a core quality (strength) can become a pitfall if too much focus is put on it.

In line with this thinking, example derailers may include a leader who is too focused on maintaining positive relationships running the risk of becoming incapable of making independent and unpopular decisions.

Alternatively, a leader who focuses too much on action and results may run the risk of jumping to hasty solutions and overlooking the human factor, while a leader with very high levels of drive may be seen as being preoccupied with their own ambitions or lacking in humility.

**Dark side behaviours**

The divergent stream of thinking about derailers focuses directly on negative or dark side behaviours that can contribute to a leader derailing as they move through the leadership pipeline.

An example of a negative behaviour associated with leadership derailment at all levels is the tendency to micro manage by staying too involved in decisions or the actual implementation of ideas (rather than delegating responsibility).

As an individual’s personality is seen as the key contributor to derailers, a detailed understanding of more ‘extreme’ personality traits can provide an indication of derailment risk, which can then be managed.

Building self-awareness is key to managing derailment risk (“forewarned is forearmed”).

While an individual’s personality is a key contributor to derailers, it is also important to recognise the context of the environment in which one operates is another key factor.

Environments that are too focused on the achievement of results, or that allow leaders a high level of discretion, can almost encourage the presence of some derailers (Buren & Safferstone, 2009; Kaiser & Hogan, 2006).

First, personality matters – who leaders are determines how they lead, for better or worse. Second, personality flaws shape judgment and sometimes lead to ill-advised decisions; they also prompt behaviours that create enemies, alienate co-workers, and undermine teams. Third, leader personality is most consequential at the top, where there is great freedom of choice and much is at stake. Kaiser and Hogan (2006)

“A leader who focuses too much on action and results may run the risk of jumping to hasty solutions and overlooking the human factor.”
Derailing: Failing to reach your leadership potential as a result of an over-used strength or dark side behaviour.

The Renegade
Vision ↔ Headstrong

When managing information, the ‘Renegade’ may create a vision that isn’t aligned with broader corporate objectives or other stakeholders’ goals, or fails to take into account other contextual factors. As a result, they can be seen by others as headstrong, but lacking in judgement and misguided.

The Bulldozer
Action ↔ Insensitive

When managing tasks, the ‘Bulldozer’ may focus too much on action and results, running the risk of overlooking the human factor and showing a lack of interest in or awareness of the feelings of others. They may often be described as detached and insensitive, and sometimes even intimidating. They may also jump to hasty conclusions and adopt a ‘command-and-control’ style of leadership.

The Micromanager
Impact ↔ Micromanaging

When managing people, the ‘Micromanager’ may stay too involved in decisions or the actual implementation of ideas and tasks (rather than delegating responsibility). They may appear to be anxious and tense, especially when they do not have control, and/or have a lack of confidence in self or others’ capability. This may also contribute to creating a culture of distrust that disempowers staff.

The People Pleaser
Connection ↔ Amenable

The ‘People Pleaser’ may find it difficult to act independently, make unpopular decisions or go against the status quo, as they can be overly concerned about being disliked or criticised. While they are likely to be pleasant and agreeable on the surface, they typically avoid confrontation, have trouble saying ‘no’ and, as a result, are more likely to demonstrate passive aggressive behaviours.

The Ego
Drive ↔ Self-Centred

Preoccupied with their own career aspirations and desire to stand out, the ‘Ego’ may come across as self-centred and competitive. They may also be perceived by others as somewhat superficial or lacking in humility as a result of their tendency to manage others’ impressions. At times, this derailer may also be associated with strong negative reactions to feedback and/or be seen as manipulative.
Measuring potential and derailleurs

A number of different methods can be used to assess leadership potential. These potential assessments include:

- Cognitive ability tests
- Personality profiles
- Motivational questionnaires
- Competency-based interviews (above level)
- Simulation exercises (above level)

Online and face-to-face potential assessments help organisations to balance time, cost and quality when measuring leadership potential and derailleurs.

We recommend a combination of different assessments to gain the highest level of detail and the most thorough and valid assessment of leadership potential.

Using face-to-face behavioural simulation exercises also adds significant value, by ensuring that the individual’s personal view is combined with the views of professional assessors.

It is useful to note that many of the same assessments that are used to measure potential can also be simultaneously used to assess risk of derailment – in particular, personality profiles and simulation exercises, as well as 360-degree feedback surveys.

The full range of instruments that can be used to gather evidence of leadership potential and derailleurs is presented in the table below.

<table>
<thead>
<tr>
<th>Leadership Element</th>
<th>Leadership Behaviour</th>
<th>Personality Assessment</th>
<th>Motivation Diagnostic</th>
<th>Cognitive Ability Tests</th>
<th>360° Feedback Surveys</th>
<th>Competency-Based Interview</th>
<th>Performance Coaching</th>
<th>Role Play</th>
<th>Strategic Presentation</th>
<th>Group Exercise</th>
<th>In-tray Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Creates a compelling vision</td>
<td>● ● ● ● ●</td>
<td>● ● ● ● ●</td>
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<td>Has mental flexibility</td>
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<td>Derailer: Headstrong</td>
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<tr>
<td>Action</td>
<td>Makes decisions</td>
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<td></td>
<td>Manages change &amp; uncertainty</td>
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<td></td>
<td>Derailer: Insensitive</td>
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<tr>
<td>Impact</td>
<td>Inspires a sense of purpose</td>
<td>● ● ● ● ●</td>
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<td>Unleashes potential &amp; talent</td>
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<td>Derailer: Micromanaging</td>
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<tr>
<td>Connection</td>
<td>Shows social intelligence</td>
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<tr>
<td></td>
<td>Embraces diversity</td>
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<tr>
<td>Drive</td>
<td>Is curious to learn</td>
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<td>Is driven by ambition</td>
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Stage 3: results and ongoing development

Results of the detailed assessments are used to provide valuable talent insights and practical recommendations and development tips for both organisations and individuals.

Organisational outputs

Our interactive Leadership Blueprint provides powerful insights that allow organisations to make data-driven decisions about people. Mapping every individual in the program on performance, potential and the likelihood of derailing, it allows flexible analysis of large amounts of information by combining multiple views and data sources onto a single screen.

The Leadership Blueprint builds on the widely used Potential versus Performance 9-box grid, adding derailers integrated as another dimension to offer new and unique talent insights for organisations. Assessment results across these three dimensions are presented in a highly visual and integrated way in a single Leadership Blueprint. Where most models assign placement on the grid based on individual managers’ assessments of their staff, the Hudson model is entirely data-driven and scientifically valid.

The magic of the Leadership Blueprint is in its interactivity. The information can be manipulated by user-driven filters that allow easy exploration and insights, allowing the user to map the present and future of the organisation.

Contextual settings can be applied to profile talent in different teams through various lenses.

The contextual settings are initially determined by the contextual mapping process conducted in Stage 1, with specific levels of vision, action, impact, connection and drive adjusted for an organisation’s current needs. As an organisation’s needs evolve, these settings can also be easily readjusted to provide new insights into emerging talent trends and questions. This helps to leverage the power of the data for the entire period it remains valid (for 12-24 months), providing valuable insight into the leadership pipeline and the leadership requirements of the organisation, as aligned to its evolving strategic business goals.

As well as providing organisations with this interactive Leadership Blueprint, our Talent Management specialists offer advice and practical recommendations to address the issues raised; for example, who should be considered for high-potential programs and succession plans; the types of training programs and learning opportunities that would help address common development areas; and critical skills gaps that may be best addressed through strategic recruitment.
The 3E approach in adult learning

In line with adult learning principles, we recommend that development plans include strategies that leverage ‘experience’, ‘exposure’ and ‘education’.

70%
Experience

Development through on-the-job experience (e.g. self-reflection, problem solving, project reviews, special or stretch assignments/projects, secondments, community work etc.)

20%
Exposure

Development through others (e.g. informal feedback, performance discussions, shadowing, networking, mentoring, coaching, communities of practice/SME groups etc.)

10%
Education

Development through formal learning (e.g. books, journals, workshops, courses, accreditations, conferences, watching multimedia or other e-learning etc.)
Development and beyond

Once you understand what a good leader looks like in your organisation and have the tools in place to identify them, the critical next step is developing the talent you have to thrive today and adapt to tomorrow’s disruptive environment.

“...there is a set of leadership skills that cannot be taught or lectured about but that can be learned only experientially. You have to put people in an experiential setting, in small groups and have them work through leadership tasks. It's ideal if there is actual leading involved.”

Garth Saloner, Dean of Stanford's Graduate Business School

Hudson has a range of leadership development solutions to stimulate leadership potential and build capability. While they are based on Hudson’s Leadership Model, each module can easily be tailored to a specific business context or organisational requirement.

Each solution is designed around the element – or elements – of leadership that you wish to enhance across your organisation.

Rather than traditional class-based learning, we believe in experiential learning, which delivers contextual, meaningful and lasting results.

Comprehensive leadership development solutions are built using a combination of different modules, and designed around the element, or elements of leadership that you wish to enhance across your organisation. In general, we recommend individualised, face-to-face modules for more senior leaders, and more group-based and remote modules for individual contributors.

Our flexible, modular approach allows you to pick and choose from the different options to create fully customised programs that align with your unique needs.

The rise and rise of experiential learning

Traditionally, leadership development has been focused on fact and theory, with the least effective programs being conceived as a functional exercise in knowledge transfer via a series of ‘death by PowerPoint’ presentation slides, rather than any meaningful personal development opportunities.

This style of leadership development is both outdated and unsuccessful – in fact, studies (Telfer, 2012) have shown that the ‘half-life’ of knowledge acquired on MBA programs is approximately six weeks!

Those at the forefront of leadership development (including Stanford and Harvard) are starting to embrace a more self-directed, experiential learning approach.

There is a set of leadership skills that cannot be taught or lectured about but that can be learned only experientially. You have to put people in an experiential setting, in small groups and have them work through leadership tasks. It's ideal if there is actual leading involved.”

Garth Saloner, Dean of Stanford's Graduate Business School
What if building just isn't enough?

While people are malleable and can change, they can only develop so far, and this takes time. Strategic hires are a great way to address critical leadership gaps within short timeframes; however, it's critical to test these strategic hires to ensure they are bringing the leadership characteristics that the organisation truly needs.

Below is a tangible example of a type of package that could be created.

Sample Vision Enhancement Package for level 3 (leading managers) or level 4 leaders (leading divisions) – 12 participants:

| Blue sky thinking workshops | One full-day experiential workshop specifically designed for those seeking to elevate their level of vision |
| Strategy creation learning centres | Half-day business simulation that provides participants with an opportunity to practise and further hone their new knowledge and skills (individually or in groups) through a high-level strategic planning and presentation exercise |
| Coaching | Four individual sessions across three months with an external, expert coach to provide ongoing support and personalised feedback, insights and guidance to achieve their potential |
| New talent entering the organisation | Five leadership profiles created for potential new hires, assessing their level of vision and providing suggested interview questions to further explore their capability in this critical leadership element |

What if building just isn't enough?
Theoretical foundations

A review of existing leadership theories and definitions of leadership clearly demonstrates how our view of leadership links with, and builds on, previous research (see Appendix A).

Researchers usually define leadership according to their own perspective and discipline orientation.

Yukl (2006) noted that leadership has been defined in relation to traits, behaviours, influence, interaction patterns, relationships and roles.

The majority of the available definitions of leadership tend to involve three important concepts: influence, a group and goals (Bryman, 1996).

**How do you define a leader?**

Leadership is viewed as the process of influence. It usually occurs in the context of a group and involves a leader influencing the behaviour of group members towards the achievement of specific goals and objectives. In an organisational setting, the leader’s influence is usually focused on a specific goal, or set of goals, which would be positive for the organisation.

We believe that it is important to choose a value-neutral definition of leadership, one which is based not on any single theory or movement but rather on a combination of ideas from various models. We also believe that it is important for any definition of leadership to apply to leaders at all levels, not just traditional people leaders, and to tap into both the ‘head and heart’ of leadership.

“The majority of the available definitions of leadership tend to involve three important concepts: influence, a group and goals.”
In parallel with the plethora of definitions that are available, numerous theories of leadership have also been put forward over the decades. Early theories stated that the specific personality of the leader made the difference — leaders are simply made of the ‘right stuff’ (trait approach; Stogdill, 1948).

Later, researchers turned their attention to leadership behaviours (Fleishman, 1953; Blake & Mouton, 1964) and processes (e.g. management by objectives). One of the key contributions of the behavioural theories was the finding that a significant proportion of the variance in leader behaviour could be explained by two clusters (Hemphill, 1950).

One of these clusters was labelled ‘consideration’ and included behaviours reflecting leader intentions to support positive morale and follower satisfaction (such as showing concern for feelings, considering minority perspectives, and attempting to minimise conflict).

The other was labelled ‘initiation of structure’ and included behaviours related to providing structure for task accomplishment (such as using operating procedures, providing feedback and emphasising performance).

More recently, contingency approaches attempted to provide a more sophisticated view of leadership. These theories suggested that the situation determines the personal traits and behaviours required in a leader and therefore focused on the appropriate match between a leader’s style and the demands of the situation (e.g. contingency theory; Fiedler, 1967; situational leadership; Hersey & Blanchard, 1977).

Ambiguous and sometimes contradictory, empirical findings compelled leadership researchers to turn their attention to the development of new leadership theories in the 1970s. Since then, a number of innovative and contemporary theories of leadership have been proposed.

The contemporary approaches have attempted to provide an even more sophisticated view of leadership that considers not just the leader, but those they lead and the context in which they lead as integral factors. One of the most well supported contemporary models is transformational leadership theory (Burns, 1978; Bass, 1985), which aligns with charismatic, inspirational and visionary models of leadership in that it focuses on developing vision, building commitment, and empowering followers.

Other prominent contemporary leadership theories include Leader-Member Exchange (LMX) theory (Dansereau, Cashman & Graen, 1973); implicit leadership theory (Lord, 1977); and social identity theory (Hogg, 2001).

Today, a growing area of academic research also examines the concept of authentic leadership (George, 2003; Luthans & Avolio, 2006), an approach that attempts to solidify a leader’s legitimacy by building ethically-founded and honest relationships with followers who value their input.

Interestingly, attention turned to authentic leadership as a result of writing on transformational leadership, in which researchers (such as Bass & Steidlmeier, 1999) suggested that there are pseudo versus authentic transformational leaders.

The fact that there are so many different definitions and theories of leadership suggests that there is lack of a widely acknowledged and commonly accepted model (Bennis, 2007). Instead, long-term research has revealed that parts of each of the available leadership theories can be combined to define good leadership (e.g. the full range leadership model; Bass & Avolio, 1985).

Successful leaders need to possess the necessary intellectual capacities (abilities), knowledge and skills in order to be able to demonstrate effective leadership behaviours. Besides this, they also need to have the right attitude and the necessary drive to align their skills and capacities to the specific organisational needs.
### Links with and builds on previous leadership theory

<table>
<thead>
<tr>
<th>Leadership theory or paradigm</th>
<th>Key propositions</th>
<th>Corresponding leadership elements / behaviours in Hudson’s model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trait paradigm</strong></td>
<td>Leaders possess characteristics that differentiate them from followers and have a more outspoken personality.</td>
<td>Drive (driven by ambition) &amp; curious to learn</td>
</tr>
<tr>
<td><strong>Achievement motivation theory</strong></td>
<td>A nonconsious drive motivates the leader to excel in achieving via their individual efforts.</td>
<td>Drive (driven by ambition)</td>
</tr>
<tr>
<td><strong>Leader motive profile theory</strong></td>
<td>Effective leaders are motivated by a combination of motives, such as power motivation; affiliative motivation and moral responsibility.</td>
<td>Drive (driven by ambition) Connection (embraces diversity)</td>
</tr>
<tr>
<td><strong>Behavioural paradigm</strong></td>
<td>Specific behaviour differentiates leaders from non leaders. Leader behaviours predict leadership effectiveness, in particular, consideration and initiating structure behaviours.</td>
<td>Connection (shows social intelligence) Action (makes decisions)</td>
</tr>
<tr>
<td><strong>Contingency (or situational) paradigm</strong></td>
<td>Leadership style along with situational factors (context) predict leadership effectiveness.</td>
<td>Connection (shows social intelligence and embraces diversity)</td>
</tr>
<tr>
<td><strong>Fielder’s contingency theory</strong></td>
<td>The effectiveness of a high task- or relationship-orientated leader is contingent on the situation factors, such as situational control. There are three key situational factors that determine leadership effectiveness: leader–member relations, task structure and position power.</td>
<td>Connection (embraces diversity) Action (makes decisions)</td>
</tr>
<tr>
<td><strong>Cognitive resources theory</strong></td>
<td>Under low stress, intelligence is positively correlated and experience negatively correlated with performance. In contrast, under high stress, intelligence is negatively correlated and experience positively correlated with performance. (Reconceptualised theory of fielder's contingency theory)</td>
<td>Vision (shows mental flexibility)</td>
</tr>
<tr>
<td><strong>Path–goal theory</strong></td>
<td>Leaders are able to affect both the motivation and the satisfaction levels of followers by ensuring organisational goals and rewards are clear and by eliminating barriers. The leader’s job is to assist followers in attaining their goals and to provide the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organisation.</td>
<td>Action (makes decisions) Impact (inspires a shared sense of purpose and unleashes potential &amp; talent)</td>
</tr>
<tr>
<td><strong>Hersey and Blanchard’s situational leadership theory</strong></td>
<td>Describes four typical leadership styles: encouraging, coaching, delegating and structuring. Proposes that the key situational variables faced by leaders are follower competence and motivation. Successful leadership is achieved by selecting the right leadership style.</td>
<td>Impact (inspires a shared sense of purpose and unleashes potential &amp; talent)</td>
</tr>
<tr>
<td>Leadership theory or paradigm</td>
<td>Key propositions</td>
<td>Corresponding leadership elements / behaviours in Hudson’s model</td>
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<tr>
<td>Decision process theory</td>
<td>Prescriptive theory that provides leaders with a way to choose the best (of five) decision making methods, using a decision tree format. The parameters shaping a decision are quality, commitment of group or organisation members, and time restrictions. The theory provides a set of rules to determine the form and amount of participative decision making in different situations.</td>
<td>Action (makes decisions)</td>
</tr>
<tr>
<td>Leader–member exchange theory</td>
<td>The quality of the relationships that develop between leaders and followers is predictive of outcomes at the individual, group and organisational level. The theory argues that because of time pressures, leaders establish a special relationship with a small group of their followers. The theory supports leaders’ creation of in-groups and out-groups; subordinates with in-group status will have higher performance ratings, lower turnover rate and greater job satisfaction.</td>
<td>Connection (shows social intelligence)</td>
</tr>
<tr>
<td>Transformational leadership theory</td>
<td>Addresses the actions of leaders that cause followers to change their values, goals, needs and aspirations so that they become aligned with those of the organisation. Characteristics of a transformational leader: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.</td>
<td>Vision (creates a compelling vision)</td>
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<td>Connection (shows social intelligence)</td>
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<td>Impact (unleashes potential &amp; talent)</td>
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<tr>
<td>Implicit leadership theory</td>
<td>Individuals develop implicit leadership theories, or leader prototypes, which specify what they expect of leaders. When they observe the behaviour of another individual, they reflect on whether or not this behaviour matches the features of their leader prototype: if it does, the individual is labelled a leader.</td>
<td>Connection (shows social intelligence and embraces diversity)</td>
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<tr>
<td>Social identity theory</td>
<td>Leadership perceptions are influenced by group prototypicality: they depend on the extent to which an individual embodies the ideal norms of a salient group.</td>
<td>Connection (shows social intelligence and embraces diversity)</td>
</tr>
<tr>
<td>Authentic leadership</td>
<td>An approach underpinned by four key factors (balanced processing, internalised moral perspective, relational transparency and self-awareness) that attempt to solidify a leader’s legitimacy by building ethically-founded and honest relationships with followers who value their input.</td>
<td>Vision (shows mental flexibility)</td>
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<td>Connection (shows social intelligence)</td>
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<td></td>
<td></td>
<td>Drive (curious to learn)</td>
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<tr>
<td>Leadership theory or paradigm</td>
<td>Key propositions</td>
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<tr>
<td>Complexity leadership</td>
<td>Leadership is viewed as an interactive system of dynamic, unpredictable agents that interact with each other in complex feedback networks, which then can produce adaptive outcomes (such as knowledge dissemination, learning, innovation, etc.).</td>
<td>Vision (shows mental flexibility) Action (manages change &amp; uncertainty) Impact (unleashes potential &amp; talent)</td>
</tr>
<tr>
<td>Shared leadership</td>
<td>Leadership is viewed as a property of the whole system, as opposed to solely the property of individuals; effectiveness in leadership becomes a product of those connections or relationships among the parts, rather than the result of any one part of the system.</td>
<td>Impact (unleashes potential &amp; talent) Connection (shows social intelligence)</td>
</tr>
<tr>
<td>Followership</td>
<td>Leadership is significantly affected by the way that followers construct their understanding of the leader, in terms of their interpretation of his/her personality, behaviours and effectiveness.</td>
<td>Connection (shows social intelligence)</td>
</tr>
<tr>
<td>Servant leadership</td>
<td>Characteristics of effective leaders include: listening; empathy; healing; awareness; persuasion; conceptualisation; foresight; stewardship; commitment; and building community.</td>
<td>Connection (shows social intelligence)</td>
</tr>
<tr>
<td>Spirituality and leadership</td>
<td>Comprising the values, attributes and behaviours that are necessary to intrinsically motivate oneself and others so that they have a sense of spiritual survival through calling and membership.</td>
<td>Impact (inspires a shared vision and unleashes potential &amp; talent) Drive (driven by ambition and curious to learn)</td>
</tr>
</tbody>
</table>
Our proprietary personality assessment, the Business Attitudes Questionnaire (BAQ), has been mapped to each of these five elements by a team of experts and psychologists.

The mapping involves leveraging Hudson’s extensive assessment database to select the most relevant dimensions from the BAQ, determine what a best fit score would be, and weigh each of these dimensions with respect to how strongly it is expected to predict potential against the element.

We conducted Confirmatory Factor Analysis to confirm that five distinct elements can be clearly measured using the BAQ and associated mappings. All items loaded significantly onto their respective factors. Examination of key model fit indices also showed acceptable model fit (with CFI = .90, RMSEA = .08, SRMR = .06). This provides supporting evidence of the structure of the model, and also the use of tools such as personality assessment to clearly measure leadership potential.

The BAQ has been awarded the British Psychological Society Certificate for Test Registration, awarded only to tests that satisfy the highest European standards for test quality: The European Foundation for Psychologists and Analyses Review Model.
About Hudson

At Hudson, we believe Talent Management means selecting the right people, developing their potential, fueling their enthusiasm, and supporting them through periods of change.

Understanding and evaluating people is at the heart of our business, enabling our clients to make smarter investments in people to help drive performance.
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