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Johnson and Johnson

A global leadership development program that leverages 360-degree feedback, action learning, and one-on-one coaching to drive change in the business and develop a global leadership pipeline

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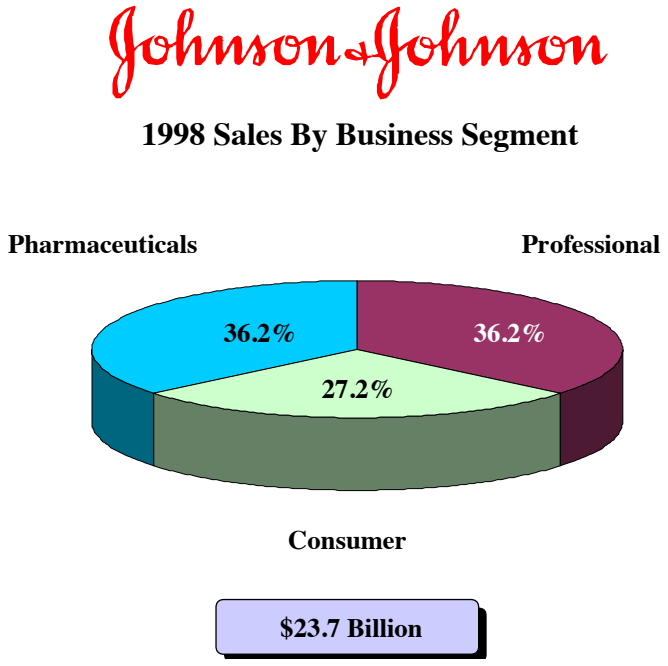
Progress is impossible without change; and those who cannot change their minds cannot change anything.

George Bernard Shaw

Introduction

This article illustrates a highly integrated organizational intervention developed to grow leadership talent at multiple levels within Johnson & Johnson and leverage the cross-functional global talent of its leaders in solving complex business issues. The outcomes are that leaders at Johnson & Johnson not only learn how to individually become more effective leaders, they learn how to own and lead strategic change for their organizations. The results speak for themselves and the learning surrounding the critical levers for success in this highly decentralized, global organization is insightful. In this case, leadership development is at center stage with a keen focus on accelerating business strategy and results through action learning.

An essential part of any intervention is an evaluation of its outcomes. Assessments that tell you the outcomes only after things have already gone wrong, or after a program has run its course, are limited in their utility. Executive Conference III was assessed while in implementation and prior to launching the next generation of its sort, providing valuable information needed by program users to understand the conference's positive outcomes and problems, demonstrate the value of its methodology and techniques, and identify areas for possible influence or improvement. This case study offers an overview of how Johnson & Johnson demonstrated the value of this leadership development experience and identifies the critical success factors for Johnson & Johnson in delivering a high-value leadership development intervention.



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The *Consumer Franchise* focuses on the following segments: skin and hair care, sanitary protection, wound care, oral care, baby care, and over-the-counter pharmaceuticals. Popular brand names include Tylenol, Neutrogena, Band-Aid, o.b. Tampons, Stay Free, Mylanta, Pepcid AC Acid Controller, and Motrin.

The *Pharmaceutical Franchise* is responsible for the development and sale of prescription pharmaceuticals. Within this franchise, there is a diverse array of products in the following categories: family planning; psychiatry, mental illness, and diseases of the nervous system; gastroenterology; oncology; immunotherapy; cardiovascular disease; dermatology; pain management; allergy; antifungals; antihistamines; anti-infectives; and antiparasitic drugs; and biotechnology-derived products.

The *Professional Franchise* develops and markets products, which are commonly found in hospitals, clinics, and physicians' offices. Medical professionals use them for surgery, patient care, wound closure, diagnosis, blood testing, and related medical purposes.

The glue, which holds this highly decentralized organization together, is the Credo (see Exhibit 1), a statement of values created by Robert Wood Johnson in 1943. The Credo describes the organizational responsibility to the key stakeholders, who include the customer, the employees, the community, and the stockholder. It was Johnson's belief that by putting the customer first and focusing on the employees and the communities in which we operate that the interests of the stockholder would be well taken care of. When he wrote and then institutionalized the Credo within Johnson & Johnson, Robert Wood Johnson never suggested that it guaranteed perfection. But its principles have become a constant goal as well as a source of inspiration for all who are part of the Johnson & Johnson Family of Companies.

Building the Business Case for Change

When you examine the financial results of Johnson & Johnson, whether it is over a period of 5, 10 or 20 years, the term that best describes its achievements is *consistent performance*. This performance is reflected in the fact that there have been:

- 66 consecutive years of sales increases
- 55 continuous years of dividend payments
- 36 consecutive years of dividend increases

While in any single year there may be fluctuations, Johnson & Johnson has historically grown at double-digit rates in terms of sales and profits. Looking forward, the corporation is well-positioned for future growth.

In September of 1996, in a report to the Johnson & Johnson management team, Chairman of the Board Ralph Larsen stated, "As you look at our growth projections over time, we're going to need more and more leaders. Leadership is the biggest single constraint to growth at Johnson & Johnson, and it is the most critical business issue we face." While the current leadership supply had effectively met the needs of today's business, strengthening the Johnson & Johnson leadership pipeline, in order to realize future growth, became a key business imperative. Meeting this challenge has become the joint

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responsibility of line management, who are the owners, and the Human Resource community, who are charged with deploying systems and processes that attract, develop, and retain a high performing talent pool.

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Assessment

Standards of Leadership—Foundations for Growth

With 180 operating companies and a highly decentralized mode of operation, a critical step in strengthening the leadership pipeline was to first define the organizations expectations regarding leadership and then gain a shared understanding across the global organization with its cultural and regional differences.

The Standards of Leadership reflect what is and will be expected of those who aspire to leadership positions within Johnson & Johnson (see Exhibit 2). At the outset of its development there was a clear understanding that the leadership behaviors, which have driven the organization to its current level of excellence, may not be sufficient to achieve the success in the future. A second tenet or belief was that developing a set of competencies or behaviors without providing a series of guiding principles would significantly hamper the ability to gain alignment across the global organization. The competencies reflect the "content" aspects of leadership while the guiding principles mirror the "contextual."

A task force of line leaders developed the Johnson & Johnson Standards of Leadership. In addressing its challenge, the working group focused on six key objectives:

1) *Build on Johnson & Johnson core strengths*

   Central to the success of Johnson & Johnson has been its value system. It would be essential that the leadership model be aligned with the beliefs contained within the Credo.

2) *Make it globally applicable*

   The company's business and markets are global. Sales outside of the United States account for 47% of the Johnson & Johnson business. Many of its businesses are structured as global franchises. If the leadership model was to have impact, it had to reflect concepts that could be embraced by the worldwide organization.

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3) *Make it situationally adaptable*

Effective leadership is a dynamic process that adapts to the critical needs of the moment. Likewise the leadership model is a framework for operating and not a generic prescription for success.

4) *Make it simple but not simplistic*

A key challenge was to develop a leadership model that captured sufficient detail to achieve shared understanding while at the same time not present itself as an oppressive maze of definitions or descriptions.

5) *Focus on positively changing the behavior of current and future leaders*

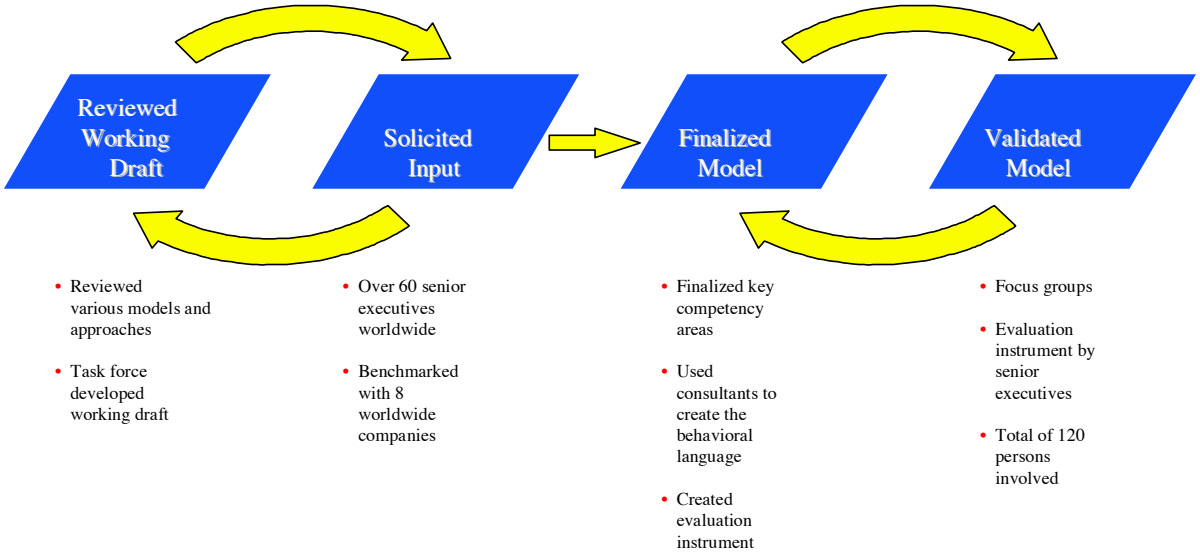
The charter of the task force was to develop a projective model of leadership, which would define behaviors that would drive success in the marketplaces of today and tomorrow.

6) *Make it central to Johnson & Johnson leadership development process*

Once defined, the Standards of Leadership would become a base from which individuals and organizations could assess their current levels of effectiveness and then put in place actions plans for improvement.

The task force utilized the following process (Figure 2) in developing the Leadership model for Johnson & Johnson.

Figure 2: Assessment and Development Process



The Johnson & Johnson Standards of Leadership have seven primary components. The graphic representations reflect a dynamic, interactive model and not a collection of stand-alone independent variables.

Building on the core strength of Johnson & Johnson, at the center of the leadership model are Credo values. This reflects the organizational belief that "the Credo is the heart of

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Johnson & Johnson and without a heart, you can't exist." Flowing from adherence to Credo Values are the business results and these results are realized through a focus on the five major standards:

- Customer / Marketplace Focus
- Innovation
- Interdependent Partnering
- Mastering Complexity
- Organizational and People Development

Each of theses major segments is then defined in terms of core competencies and defining behaviors.

Leadership Development Principles

In addition to defining the competencies associated with effective leadership, the task force also described the seven critical success factors for leadership development within Johnson & Johnson.

1) Leadership Development Is a Key Business Strategy

Leadership development needed to move from an issue of "importance" to one of criticality. The business units had to address this issue with resolve and in the same manner as if they were developing strategies to launch a new product or gain market share of an existing brand.

2) Leadership Excellence Is a Definable Set of Standards

For development to take place there needs to be clear understanding of what is required for success. These standards then serve as the guideposts for development.

3) People Are Responsible For Their Own Development

They must accept the responsibility for seeking feedback and committing to ongoing improvement. This does not suggest that individuals are in this alone.

4) J&J's Executives Are Accountable for Developing Leaders

The business strategies of an organization are owned by its leaders. Likewise, the plans for developing a leadership pipeline and the resulting outcomes are a key measure of management effectiveness.

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5) Leaders Are Developed Primarily on the Job

The complexities and variability of real world challenges cannot be truly experienced in a classroom. While the classroom can provide a base of understanding, growth is a result of experience and assimilation.

6) People Are an Asset of the Corporation

Since people are developed primarily on the job, one unit can not provide the totality of experiences that individuals may need. The corporation as a whole is capable of providing the wide diversity of developmental opportunities.

7) Human Resources Support Is Vital to the Success of Leadership Development

With the goal being success on an organization-wide basis, the people management systems had to be aligned and integrated with the business goals in order to achieve maximum leverage.

With the leadership competencies defined and critical success factors outlined, the next major challenge was moving the leadership model from concept to practice. An established vehicle to initiate this direction was the Executive Conference, which had been in place for five years. In the past, senior level leaders would come to the corporate headquarters to participate in a week-long exercise focusing on strategic corporate issues. While this was an effective process for exposing individuals to the strategic challenges of the enterprise, what was needed was a framework that could focus on change at a personal and organizational level.

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Designing the Intervention

Leadership Development through Action Learning

Companies are finding that the best learning occurs in problem-solving situations rather than the more traditional classroom teaching. Executive Conference III (Exhibit 3) is an action learning leadership experience whose targeted population is the senior management team of Johnson & Johnson. The action learning methodology for the Executive Conference III focuses on learning while working on real business issues. As the name "action learning" implies, participants expect to achieve tangible progress on a business issue as well as to advance their learning on the three Executive Conference III.

During the past three years there have been 26 conferences conducted in the four regions of the world. The objective of this process is to have participants experience leadership on three levels:

1) *Leadership On A Personal Level*

   a) Develop a personal improvement plan vis-à-vis gaps against the leadership model (360-degree/multirater feedback)
   b) Follow-up meetings with boss and others
   c) Follow-up a year later with second 360-degree survey focused on targeted areas
   d) Assimilate individual leadership development feedback while working on a multi-disciplinary team comprising individuals from dispersed geographies

2) *Leadership Development On An Organizational Basis*

   a) Both leading "my management team" and leading across organizational boundaries
   b) Practice personal leadership in a business context
   c) Develop a team action plan that addresses a business issue while applying the leadership model
   d) Achieve a measurable result within 90 days

3) *Leadership Development Through Credo Values And Culture*

   a) Led by top executives
   b) Reinforces Credo values
   c) Provides critical decision-making "guideposts"
   d) Supports today's new realities of doing business across boundaries

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The Business Change Process

Executive Conference III employs action learning, a methodology that focuses on learning while working on real business issues. Action learning takes place as each team addresses an important business issue selected by the conference sponsor. Typically, the team is not a natural or intact work team, but one chosen expressly to work across organizational and geographic boundaries. Each team confronts a different, strategic business issue and is tasked with presenting a solution to address the challenge at the end of the team workshop experience. The sponsor, in addition to selecting the EC III participants, must make several key decisions related to the teams. Those decisions include:

- What business issues will the teams address?
- Who will be the team leader?
- Who to select as the other members of the team?

The sponsor sets an overall theme for the conference; for example, "Achieving Profitable Growth." Additionally, he or she establishes the tone of the conference through messages conveyed in various forms before, during, and following the week in which the participants are together as a group.

The Executive Conference process is not a singular event but rather a process, which has four distinct phases (Figure 3).

1) **Pre-session**

- Identify the critical business issue to be addressed
- Identify participants
- Form business project teams
- Initiate the 360-degree survey process
- Perform initial research of best practices surrounding each business issue

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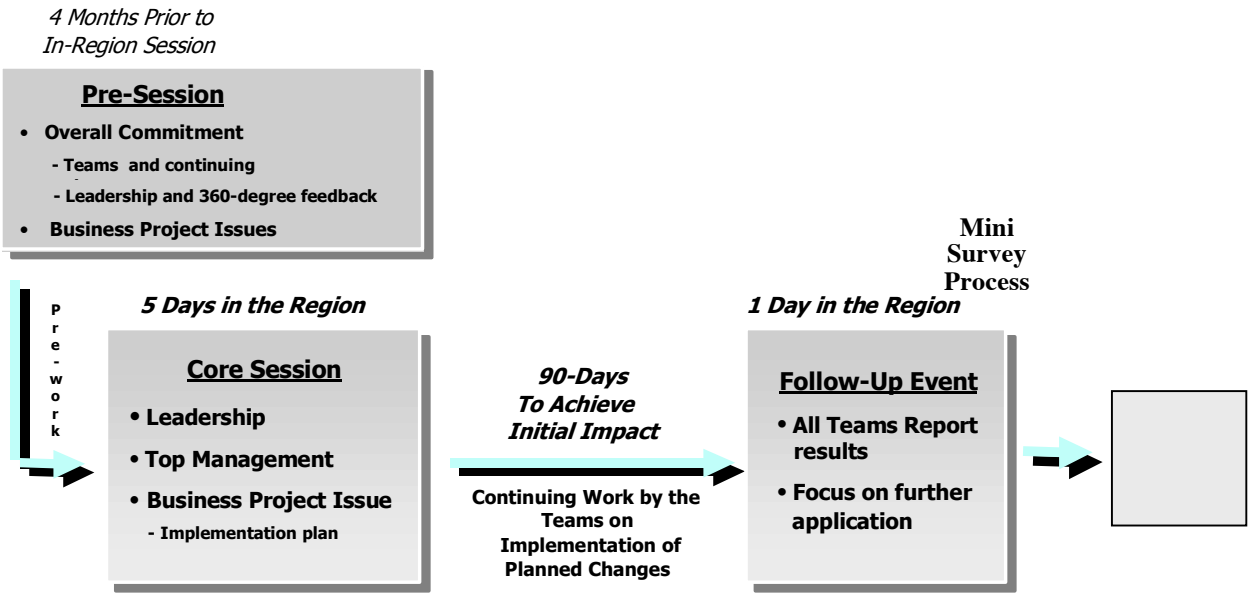

Figure 3: Executive Conference III Overall Flow

2) **Core Session—5 day in region conference** (4 months from Pre-Session)

   - Standards of Leadership & Personal Leadership Development
   - Credo Values
   - Creating substantial business change

3) **Follow-up Event** (3 months following the core session)

   - Business project teams provide feedback on initial impact of their recommendations

4) **Mini-Survey Process** (9–12 months from core session)

   - Participants survey and receive feedback on identified developmental areas

Leadership Development on an Individual Level

Within Executive Conference III, the 360-degree feedback process has been the primary vehicle utilized in achieving the goal of leadership development on a personal basis. Early on it was realized that to launch a 360-degree process as a stand-alone tool would doom it to the long list of organizational initiatives that fall short of their desired outcomes. In order to effectively position this critical developmental vehicle, the feedback process became a core component for not only the Executive Conference process, but also all enterprise-wide leadership programs.

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Before the first Executive Conference was conducted, CEO Ralph Larsen, his direct reports, and their global management teams participated in the Standards of Leadership 360-degree feedback and action planning process. They received feedback and coaching on an individual basis and then as a management team. Improvement plans were developed by the management team and each individual. Participation of the management team created an effective sponsorship for the initiative and enrolled the senior management team as role models for the desired behaviors.

The 360-degree feedback process was anchored in the behaviors contained within the Standards of Leadership. Keilty, Goldsmith & Company constructed behavioral inventories (see Exhibit 4) to provide individuals with feedback in the defined areas. The primary objective of the process was to create a positive measurable change in behavior that is consistent with the Standards of Leadership. Key operating principles built into this 360-degree feedback process were:

1. This was a tool for development and not performance or assessment

2. Three cuts of data would be presented to the individual

    - Self ratings

    - Direct reports feedback

    - Feedback from peers and others (supervisor ratings not disclosed but included in this breakout)

3. Since development was the focus, the data belonged to the individual; no one in the organization had access to individual data.

The inventories were not for general distribution but only to those certified in the 360-degree process. This certification process was targeted for three primary populations:

- Human resources managers supporting the individual operating companies

- Learning Services, the Internal J&J Organizational Effectiveness consulting team

- External consultants supporting operating units in specific leadership change efforts

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The 360-degree certification process was designed to assure that there was a clear working knowledge of the critical elements for a successful deployment, which included:

Organizational Readiness/Orientation

- Organizational commitment to the development process
- Current levels of trust and openness
- Effectiveness and value of the current processes for providing feedback
- Risk and Benefit analysis of deploying another process
- Definition of how the process will be utilized

Implementation Fundamentals

- 360-degree administration process
- Data interpretation and giving feedback
- Coaching and the follow-up process
- Working with intact team
- Working with functional groups

The two-day certification process was conducted in North America, Europe, Asia Pacific, and Latin America. From the corporate perspective, the key issue was not controlling the process but rather providing guidance to assure integrity and to enhance the likelihood of successful implementation.

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Implementation

Moving From Awareness To Action

The 360-degree process, utilized within the Executive Conference process, is segmented into four major phases (see Exhibit 5):

Pre-conference

- Instruments are distributed, returned for processing via an outside organization and reports generated

Conference

- Feedback reports distributed
- Workshop on understanding the data

  Identification of themes or patterns

  Identification of gaps

  Understanding strengths as building blocks of change

Post-Conference (30 days)

- Phone coaching to review potential themes and action plans for change

Post-Conference (180 days to 1 year)

- Mini-survey to assess the degree of change

Within the executive survey there are 74 itemized feedback questions, along with open-ended questions for written commentary. When a participant receives their feedback report, the amount of information is initially overwhelming. A clear goal of the process is to help participants navigate through the statistical sea of data and set a clear course for change and improvement. In order to accomplish this, the first segment of Executive Conferences focuses on supporting participants in understanding the data, identifying themes, and developing an action plan for improvement. The action plan for long-term meaningful behavioral change through encouraging feedback (Exhibit 6) was developed and presented to the executives.

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This eight-step process entails the following steps:

1. *Ask*

   This simply entails gathering input from individuals in order to answer the question "How am I doing?" This sends a message that you value their opinions and that you would consider making changes based on their input.

2. *Listen*

   Listening means that you accepting their opinion as their perception. Your objective is to understand and not to take an evaluative or defensive position. Listening reinforces continued dialogue, and through continued dialogue understanding can be achieved.

3. *Think*

   This is a process that requires the individuals to put their brains in gear before their mouths. By doing this, you think about the input before reacting, which helps filter out defensive reactions.

4. *Thank*

   Giving feedback requires courage and by expressing your appreciation, you acknowledge their risk taking and keep the door open for future feedback.

5. *Respond*

   Here you close the loop with the individual who provided input. You provide a concise summary of what you have learned from the feedback process, highlighting the positive learnings and plans for development.

6. *Involve*

   In this phase, the participants solicit the involvement of those who provided feedback by asking for suggestions for improvement as well as a point of contact for ongoing support in the development process. This reinforces personal commitment as well as trust and partnership.

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7. *Change*

   Focus on the one or two identified behaviors and keep them a priority. Monitor your behavior periodically.

8. *Follow-up*

   Check back with the co-workers you have involved in your development to solicit feedback on your progress and any additional recommendations. Follow-up is the single most important variable in impacting employees' perceptions.

This process provides the participant with a simple model for taking action. The steps for success are well within the current skill set of the participants. There is no new jargon to learn or complex communications skills to master. It focuses on talking to and involving others in the development plan.

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On-the-Job Support and Follow-Through

Follow-Up—The Critical Success Factor

As mentioned previously, the Executive Conference is as an action learning leadership development process. At the conclusion of the fifth day in region core session, a significant degree of excitement has been generated regarding the business case, proposed strategies. In addition, there is high commitment to the insights gained from the leadership feedback process and the personal action plans for improvement. Once the participants return to their operating units, they have to determine how best to balance the new directions and action plans with that which was already on their plate before the conference. In the process of prioritization, very often what falls to the bottom of the list are those issues, which are concerned with personal development. While many would say that improving the effectiveness of one's leadership is important, it seems to lack the sense of urgency required for holding a position of primary attention.

If the participant's level of personal commitment was measured at the end of the workshop, you'd see their buy-in reading off the scale. Continuing that measure over the next several months would reveal a curve with a sharp downward trend. The key to success is to provide supporting systems, which keeps the process alive while not transferring ownership for the change away from the individual.

The follow-up process has two major components, which include a series of correspondence (refer to Exhibit 7) from Keilty, Goldsmith, and the mini-survey process.

Initial Follow-up Letter

- 3 months following the close of the in-region core session
- Directs participants to engage survey participants in the development process and provide ongoing progress reports

Follow-up Letter #2

- 6 months from core session
- Focus = "a check-in"
- Asks participants to do a self-assessment of progress in "areas for improvement"

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- Asks participants to continue to do progress check with direct reports and co-workers

Follow-up Letter #3

- 9 months from core session
- Asks participants to continue to do progress check with direct reports and co-workers
- Highlights the trend linking follow-up and the impact on degree of improvement
- Importance of teamwork and peer relationships for leaders of the future

Follow-up Letter #4

- 1 year from core session
- Final "Check-in"
- Reflection on "Areas for Improvement"
- Invitation for ongoing support

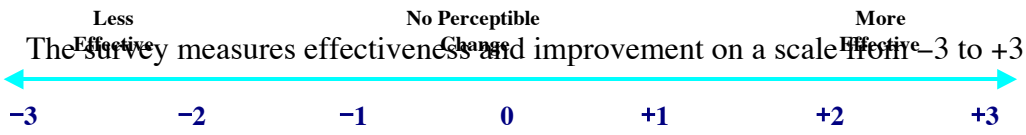
The Mini-Survey Process

The objective of the mini-survey process is to determine if there has been any change in leadership effectiveness as a result of the survey, the feedback, and the coaching process. After a period of six months to a year, the participants solicit additional feedback from those who provided the initial input. The mini survey focuses on four areas:

- Whether or not the individual responded to the feedback
- The degree to which the individual followed up
- The degree of change in leadership effectiveness
- The degree of change in the "Areas for improvement"

The survey measures effectiveness and improvement on a scale from –3 to +3

1. Do You Feel This Individual Has Become More Effective (or Less) As a Leader in the Past Year



2. Did This Person Discuss What She/He Learned From Previous Leadership Inventory With You?

-------- Yes
-------- No

3. Has This Person Followed-up With You on Areas That He/She Has Been Trying to Improve?

____ 5-Consistent (Periodic) Follow-Up
____ 4-Frequent Follow-Up
____ 3-Some Follow-Up
____ 2-Little Follow-Up

Figure 4: Mini-Survey

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Sixty percent of the ECIII participants utilized the mini-survey process as a means for gaining additional insights and directions for improvement; 2,500 respondents provided valuable information not only to the individual participants but also to the organization in general. A review of their summary statistics revealed that the follow-up process was the most powerful variable contributing to the perceived increase in leadership effectiveness.

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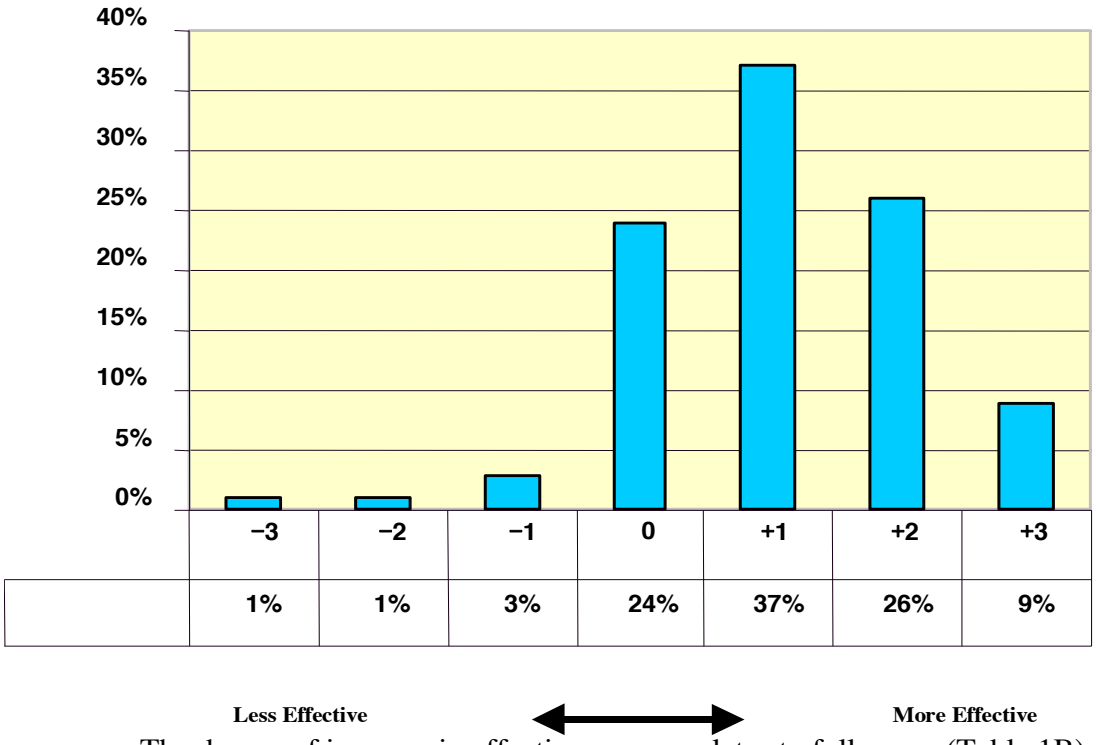
Impacting Leadership Effectiveness—The Results

From the 2,500+ respondents who provided feedback on the mini-survey to the ECIII participants, clear trends became apparent in both the overall effectiveness ratings and the selected areas for improvement.

- Most of the graduates of Executive Conference III were becoming more effective as leaders (see Table 1A).
- 72% reported an increase in leadership effectiveness of the participants
- 5% see the participants as less effective

TABLE 1A Changes in Overall Leadership Effectiveness



- The degree of increase in effectiveness correlates to follow-up (Table 1B).

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- When leaders were seen as following-up, 49% were rated at the +2 or +3 level of effectiveness.

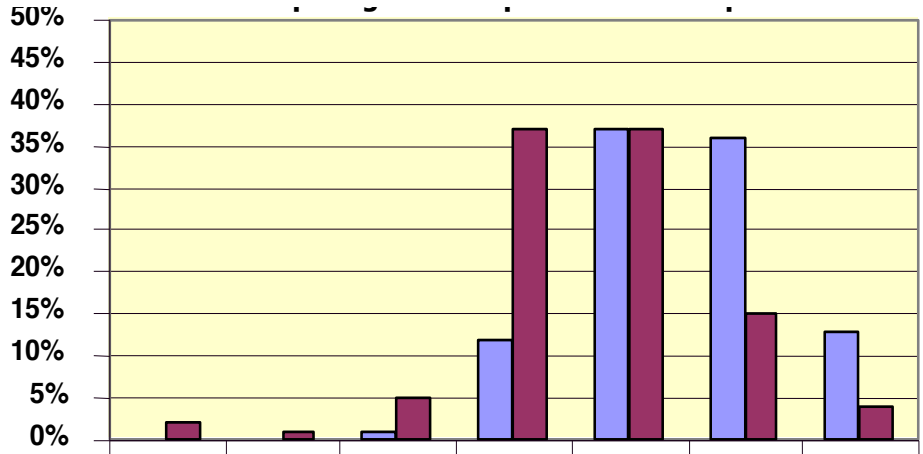
- When leaders were not seen as follow-up, only 19% were rated +2 or +3.

The final set of summary data examined the degree of effectiveness regarding the self-selected areas for improvement (Tables 2A and 2B).

Clearly in both major categories, overall leadership effectiveness and the personal areas for improvement, the 360-degree process has demonstrated itself to be an effective means for driving personal and organizational change. The impact of this change process was significantly enhanced when the conference participants employed the model for encouraging feedback and made follow-up with associates a regular part of their developmental strategy.

Another factor, which had a significant impact on the degree of change realized, was the extent to which the senior executive sponsoring the conference demonstrated personal commitment to the feedback he or she received and the subsequent actions to bring about a personal change.

TABLE 1B Increase in Effectiveness: Follow-up vs. No Follow-up



	-3	-2	-1	0	+1	+2	+3
Follow-up	0%	0%	1%	12%	37%	36%	13%
No Follow-up	2%	1%	5%	37%	37%	15%	4%

Less Effective ⟷ More Effective

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TABLE 2A Changes in Self-Selected Areas for Improvement

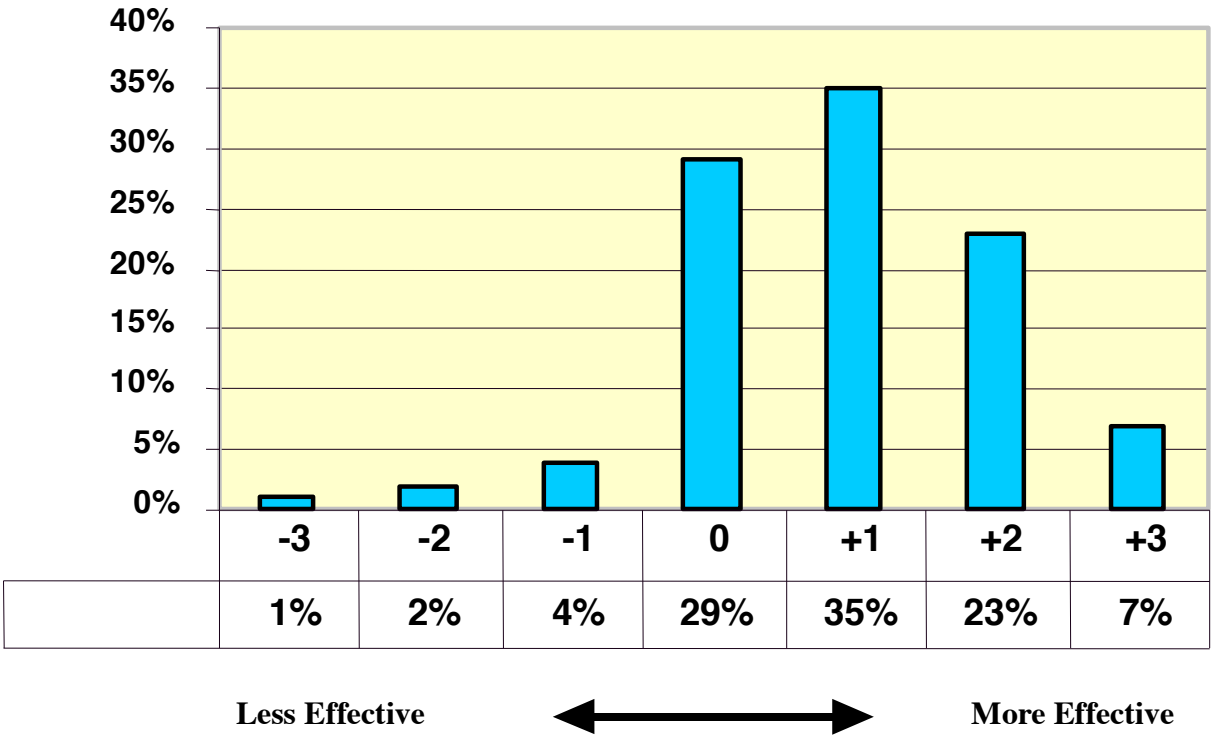
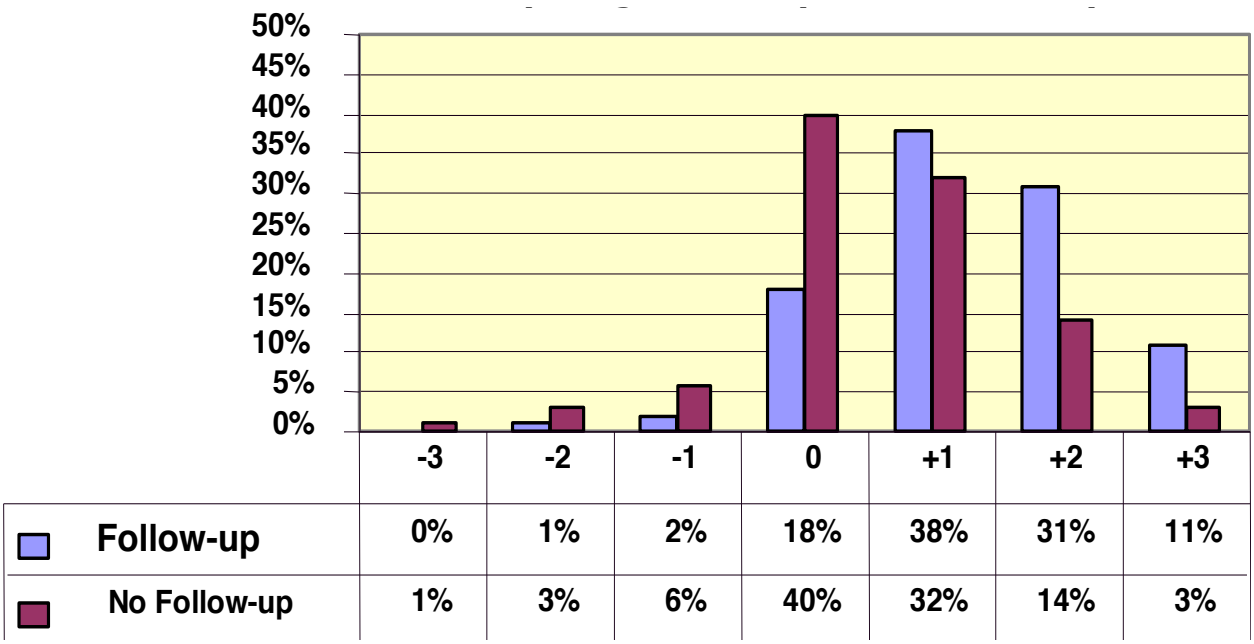


TABLE 2B Self-Selected Areas for Improvement: Follow-up vs. No Follow-up



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Assessing Action Learning

Executive Conference III is not only a notable personal leadership development experience, it is a significant event in developing organizational and credo leadership capability in Johnson & Johnson. These critical domains of organizational leadership development are leveraged by Executive Conference III to accelerate change in the organization and contribute to business results. An undertaking of this magnitude raises the issue: Does it make a difference? In order to answer this question, Johnson & Johnson commissioned a major evaluation study by an independent party.

The evaluation of the leadership development framework and the action learning components of Executive Conference III was a perplexing challenge for Johnson & Johnson. Most fieldwork that has been done on program evaluation focuses on lower-level training initiatives, where it is easier to quantify learning. To evaluate leadership development programs and action learning approaches requires exploration of program outcomes—specifically learning outcomes, behavioral change, personal learning, and business impact. Designing a comprehensive evaluation to explore the effectiveness, the learning outcomes, and the perceived effect on the organization (i.e., business impact) of such a high-level development initiative as Executive Conference III demanded the use of qualitative research approaches in a field study.

The Approach

The assessment of the action learning components of Executive Conference III was based on Kirkpatrick's Four Level model for conducting program evaluations. This model, captured in Table 3, follows the following framework:

TABLE 3 The Classic Four Levels of Assessment in Corporate Education

Level I	*Reaction.* Level I assessment is defined as measures of participant satisfaction. Usually, the idea of "participants" is limited to those considered learners in the course.
Level II	*Learning.* Level II assessment is defined as measures of course outcomes in terms of learning and attitude. What is assessed or measured then is increased knowledge or and/or attitudes before and after the program. Did the training (learning) change the attitudes, increase the knowledge, or improve the skills of the participants?
Level III	*Behavior.* Level III assessment is defined as measures of on-the-job behavior that might be due to the effects of the education. Are they using their new knowledge, skills, and attitudes [learnings] on the job?
Level IV	*Results.* Level IV assessment is defined as measures of the effects of changed behavior on corporate goals and performance. What effect does the training have on the company? (Be satisfied with evidence if proof is not possible).

Kirkpatrick, 1994.

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Guided by this four-level model, the field study aimed at two goals:

1. Design a comprehensive evaluation delivering useful findings as to the effectiveness of the custom-designed executive leadership development and team action learning program.

2. Better understand the learning outcomes of the program, explore the changes in on-the-job behavior that might be due to the effects of the development experience, and gather information of business impact. The results of the evaluation were used to demonstrate strengths and drive changes to Executive Conference III and the next generation of action learning approaches.

As noted above, the central question was: Does EC III make a difference? This field study addressed this question on three different levels of analysis related to the conference's goals:

- Business impact
- Skill enhancement, behavior, and mindset shifts
- Learning about leadership

Additionally, the researcher examined the quality of the conference's structure and methods in relationship to achievement of the stated goals.

The study consisted of 42 interviews in a two-phase process. The first set of interviews was conducted with 12 stakeholder members of the program's key constituency groups including selected EC III sponsors. This step was designed to set the evaluation framework and to clarify the desired ends or goals of the Executive Conference III experience (see Exhibit 8). The results of these interviews stand on their own as well as providing the context for the second round of interviews.

A second round of interviews of 30 Executive Conference III participants across six conferences was the data-gathering mechanism to evaluate how effectively the conference goals were achieved experience (see Exhibit 9). A second purpose was to assess Executive Conference III outcomes on the three levels of analysis indicated above. At the time the study was conducted, 12 groups had completed the entire EC III cycle—pre-conference activities, the week conference experience, and post-conference activities ending with the business review. From these 12, conference directors selected the six groups to be examined in the second phase of interviews. The chosen groups are representative of the business and geographic diversity of the total Executive Conference III population.

- Consumer Asia-Pacific
- Consumer Europe
- Pharmaceutical North America
- J&J Medical worldwide

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- Ethicon Endo-surgery worldwide
- Information Management worldwide

From each group the directors identified five participants to be interviewed. Again, participants were chosen as representatives of the diversity of the group always including a team leader as well as other team members.

The Interview Results

Interviews were transcribed verbatim and stored on computer disks. Data were analyzed using coding techniques to arrive at shared categories of outcomes and identifying incidents applicable to each category. This analysis involved the process of breaking down, examining, comparing, and categorizing data. This process was facilitated and managed by computer analysis using a qualitative data analysis software tool. Further, the interviews surfaced rich anecdotal data from participants. The following demonstrates some of the most salient findings across the categories.

Learning (Level II)

Individual Leadership Learning

- Leaders learned how to work and lead cross-functionally within a global organization.
  "I found it a marvelous learning experience to gain insight into European perspectives and the issues from different parts of the world, such as Malaysia. It really broadened my scope of understanding to more of a worldwide focus."

- Leaders learn to shift their focus from functional to big-picture thinking. Participants commented on how instructive ECIII was around cultural and business issues facing the corporation and companies.
  "I learned a lot about cultural differences in terms of the impact it has on leadership."

  "ECIII really made me realize the responsibility and initiative that top management and myself need to take in order to create needed change on a consistent basis. We are the real driver and engine for change."

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Team Leadership Learning

- Participants learned the importance of a team perspective and cross-geographic teams for breaking the limits in perspective that a single-country focus can generate.
  "I gained so much from the experience that was shared on the team from different people from other countries. It was very valuable."

  "I feel I learned the importance of being a better team player, not just in a country but also across boarders—a better international team player."

  "ECIII helped me learn how to be a better team player, not just in a country, but across borders—to be a more international team player."

  "The action learning segment was a reinforcing exercise for me around the power of diversity and the good thoughts that result when getting a powerful, diverse team together."

- Participants learned that team-based problem solving is an effective way to both develop ownership in people, by sharing in the company's goals and issues, and align senior management toward a common vision.
  "It was simply a team approach and everybody felt responsible and dedicated."

  "The ECIII action learning experience aligned areas that we were previously doing in a vacuum. Prior to ECIII we spent more time internally focusing on resolving our issues of difference—it was almost an exchange of point counterpoint. ECIII helped us arrive at agreements we could execute in the marketplace in the business."

  "We all got to know each other on the team, we had the full diversity of thought, so it became a reliable way to galvanize folks around some key issues with the business."

Organizational Leadership Learning

- The Standards of Leadership provided the "glue" to the organization by becoming the primary focus of training, communications, and actions. Research supported that a key learning outcome of ECIII was how the organization defines leadership.

- ECIII has reduced resistance to change in the organization.
  "All senior executives have gone through this process, or the SOL, and therefore I think we have a lot less resistance to change today than we had two years ago. Having gone through this meeting, people understand that change is coming and there is tremendous opportunity if we change as a result. I think large change processes are more accepted now."

Skills Learned or Strengthened

- Participants learned to listen more carefully to people and create the space to listen. They strongly associated listening in order to be an effective team contributor with successful leadership.

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"One of the skills that was reinforced, learned, or strengthened was to create the field to listen."

- Another skill improved upon was the process of asking for and receiving feedback and the importance of follow-up to this process.
  "Rather than just spending time with the folks that work for me, I now try to get more feedback from them regularly."

  "People like it [referring to the entire 360-degree feedback experience] because it is learning. It's looking at yourself in the mirror."

Knowledge Gained

- Greater knowledge of the Johnson & Johnson business systems.

- A significant understanding of the need for interdependent partnering across functions and geographic locations.

- Knowledge of the standards of leadership as a personal leadership compass.

Changed Attitudes and Mindsets Fostered

- Recognition that individuals absolutely must have a strong understanding and appreciation for the business issues that drive change.
  "I really learned the importance of change and the need for the vision for change to be directed by top management."

  "The ECIII process made me realize that the real driver and engine for change needs to be top management."

- Confidence in one's ability to make a difference in the community of J&J.

- Growth of "big picture" and open-minded thinking.
  "Grappling with the business issues forced me to grow a broader perspective—a CEO perspective."

  "I found the participants from other companies and disciplines to have very, very different input into the discussions and to come at it from perspectives I would never have thought of. ECIII cements an open-minded approach and gets you to think beyond your own affiliate."

Evidence and Outcomes of Behavioral Changes: Integration of Leadership Learnings, Skills Strengthened, Mindsets Fostered (Level III)

- The application of the Standards of Leadership: The SOL have been integrated as the only behavioral assessment criteria used for performance management appraisals. It is currently being used to evaluate individual and group strengths and assess where opportunities for improvement lie. Management development programs are being designed targeting the identified gaps in individual and group performance vis-à-vis the SOL. The Standards of Leadership are actively being used for leading recruitment decisions and as a communication tool. The six

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clusters of the SOL are consciously being communicated and reinforced in day-to-day conversations with team members and subordinates. In some cases, the SOL have been incorporated into the succession planning process or directly used as competencies for identifying and developing high-potential employees. These SOL applications all cite examples of how learning around the SOL has impacted on-the-job behavior and has become a useful management tool on a day-to-day basis. A supporting artifact of this is the desk caddie (a pen/pencil holder) one organization developed to capture the six SOL focus areas as a daily, visual reminder for employees.

- A shift in role from being carriers and communicators of the vision to now being the ones who are the implementers of this vision.
  "I discuss with my own management team what are we actually doing? Are we just managing the business or are we trying to be leaders in this business?"

Business Results Attributed to ECIII (Level IV: Anecdotal and concrete Evidence)

Business results attributed to the action plans

- Resulting from a conference project piloted in Europe, the business has grown by 30% YTD against a plan that called for a 10% growth across the entire region. While the region is performing at the 10% target, those two countries are performing at a 30% growth over the prior year. The company estimates $20 million in cost reduction that will be realized as the programs are further implemented.

- The outcomes of ECIII resulted in uncovering a weakness in our R&D organization. This drove the team to look at the whole internal R&D structure with a very positive impact in a movement toward a new business model. It resulted in a smaller R&D organization internally with an improved business model. The bottom-line business result was the team was able to take 50% of the cost out of product line, delivering cost-effective products for the future.

Results of personal leadership development

- Competency centers have been started across Europe to further leadership development activities.

- Increased diligence in asking for feedback and then following-up with others to improve one's behavior.
  "I can say that the people who work directly for me have changed their behavior dramatically (from a leadership perspective) as a result of the 360-degree feedback process."

Results of team leadership development

- Leaders of planning sessions have utilized the ECIII team action learning approach in the planning sessions within their organization in Europe.
  "Changes are taking place."

- An increased awareness of the value of implementing regulatory and clinical input early in the product development process.

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"Throughout various aspects of the organization, there is a greater sensitivity to including regulatory and clinical input early in the process of new product development and potential acquisitions."

Results of Credo leadership development

- A situation occurred almost immediately following ECIII where there was an issue with the packaging seals of an out-sourced product. While there was no hard evidence indicating any implications to sterility, the decision was made to recall the product. Guided by the Credo and the decision-making process, it was the right thing to do.
  "I doubt whether we would have had an FDA issue, I doubt whether we would have had a liability issue, but we would have had a Credo issue."

Results of organizational leadership development

- A common language to support a more standardized way of approaching individual's leadership capabilities assessment. Johnson & Johnson now has the ability to look at professional planning across markets.

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Reflections

Leadership Development

The Standards of Leadership have provided the organization a framework, which defines the leadership expectations of the 94,000 leaders who work at Johnson & Johnson. It reflects the values of the corporation and provides a profile of the critical success factors, which must prevail, if we as an organization are to achieve our long-term goals. To achieve this future state, there are things we as a corporation need to do better. Individuals who make personal commitments to learn and grow will bring about this change. The 360-degree feedback process has been a strategic vehicle for providing individuals and the organization the opportunity to learn and grow.

Action Learning Reflections: Six Key Lessons Learned

1. Arriving at and setting the context for the business issue is an important activity that builds participant buy-in, facilitates team problem solving, and ensures a successful outcome.

    - Defining the business issue may be an early opportunity to begin building participant buy-in to the case for change. Incorporate input from participants in defining or shaping the business issues.

    - Prior to solving the business issue, provide more input to teams on the front end. Greater clarification on acceptable bounds for creative solutions or debriefing any preconditions is necessary before solving the assigned business issue. Participants indicated they feel let down when their business solution is not picked up or implemented. It is disempowering to get so energized around a sanctioned set of initiatives to have it later blocked—and it may be counterproductive to the leadership development intent.

2. Timely sanctioning of the business issue is critical to sustaining enthusiasm and energy for driving change generated during the ECIII experience.

    - In order to maintain increased participant output of excitement and productivity, timely sanctioning or rejection of team business solutions is preferred. When too much time lapses, energy dissipates, momentum is lost, and participants fall back into the responsibilities of running the business and “old” ways of thinking.

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- Assist the sponsor in being clear on his or her role, responsibility, and authority in sanctioning and supporting the approved business solutions.

3. More planning and attention to follow-up events is needed to drive success.

   - Build in accountability for implementation of sanctioned initiatives and associated tasks and roles of action items. Recognize the time and effort it takes to implement the action plan initiatives. Team leaders, sponsors, and team members must follow up with teams and team members.

   - Acknowledge the ECIII participants, the team's outcomes, and their learnings in some sort of ceremony, perhaps a ceremonial dinner or reunion one year after the experience. Participants feel strongly about reconvening as a team at least one more time after the entire conference experience. This provides an opportunity to further leverage the leadership resources that are built through interdependent partnering.

   - Report back to participants the outcomes of their ECIII team initiatives, such as what happened with each. Research indicated that sending a report out to all ECIII participants regarding what happened across other ECIII conference events would be helpful and informative. Share the successes of the action plans initiated and the learnings from them; additionally, share the critical learning success from teams whose action plans were either unsuccessfully implemented or not sanctioned. This leverages the outcomes and learnings across companies and fosters a leadership learning forum rather than, possibly, a competitive situation. Additionally, it may help to build in motivation and a sense of connectivity (across teams and within teams), and it provides closure.

4. Plan ahead for successful leadership development outcomes.

   - Be sure to involve the influential decision makers needed to lead the change initiatives in the ECIII process. Participants indicated the importance of ensuring that key decision makers needed to implement a particular business issue are involved in the development exercise. The only people who change their thinking and expand their view creatively around solving the business issues are those involved in the process. Participants indicated solutions presented can meet with the constraints of unchanged thinking. Therefore, if other key decision makers are needed to implement a change initiative, either involve them in the conference experience (or post-conference activities), assist the team in managing the possible frustration, or get them out of the way.

   - Prioritize initiatives. Select and focus on 2–3 key business solutions out of (or before) the ECIII conference and implement them. Participants felt it would be far more beneficial to the organization and as a leadership development experience to focus on those few critical issues and drive them to completion.

5. Expand the conference team presentations to include discussion.

   - Build in time for reflection, dialoguing, challenging, and questioning the business solutions or plans presented. Make it less ceremonial and more a discussion about the viability of each presentation, defining next steps, ascertaining commitment, and establishing accountability.

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- The time allocated for the team presentations is also a "training" opportunity to model and facilitate what you are advocating in this experience: i.e., being open to others' perspective, demonstrating listening skills, use of dialogue toward problem solving—reinforcing the learning in the action learning format. Use the opportunity for dialogue, questioning, and challenging in ascertaining and developing the viability of each business solution in a positive individual leadership and/or team leadership developmental way. People are learning how to be leaders by how they are being led.

6. Leverage the leadership resources you are harnessing.

- ECIII capitalizes on the power of team action learning in a decentralized organization as a mechanism for coalescing, aligning business strategies, and building interdependent partnering between individuals across functions, disciplines, and companies. This being the case, it is critical to have some facilitation or methodological approach to facilitating the implementation and follow up on activities of the meeting and even deeper, the processes involved in intercompany partnering.

Executive Conference III was a significant event in developing leadership capability in Johnson & Johnson and accelerating strategic change throughout the organization. Learning from the Executive Conference III experiences has since been leveraged forward and enhanced to contribute to the next generation of Leadership Development experiences and action learning approaches within Johnson & Johnson to further contribute to business results.

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EXHIBIT 1: Our Credo

We believe our first responsibility is to the doctors, nurses and patients,
to mothers and fathers and all others who use our products and services.
In meeting their needs everything we do must be of high quality.
We must constantly strive to reduce our costs
in order to maintain reasonable prices.
Customers' orders must be serviced promptly and accurately.
Our suppliers and distributors must have an opportunity
to make a fair profit.

We are responsible to our employees,
the men and women who work with us throughout the world.
Everyone must be considered as an individual.
We must respect their dignity and recognize their merit.
They must have a sense of security in their jobs.
Compensation must be fair and adequate,
and working conditions clean, orderly and safe.
We must be mindful of ways to help our employees fulfill
their family responsibilities.
Employees must feel free to make suggestions and complaints.
There must be equal opportunity for employment, development
and advancement for those qualified.
We must provide competent management,
and their actions must be just and ethical.

We are responsible to the communities in which we live and work
and to the world community as well.
We must be good citizens—support good works and charities
and bear our fair share of taxes.
We must encourage civic improvements and better health and education.
We must maintain in good order the property we are privileged to use,
protecting the environment and natural resources.

Our final responsibility to is to our stockholders.
Business must make a sound profit.
We must experiment with new ideas.
Research must be carried on, innovative programs developed
and mistakes paid for.
New equipment must be purchased, new facilities provided
and new products launched.
Reserves must be created to provide for adverse times.
When operate according to these principles,
the stockholders should realize a fair return.

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EXHIBIT 2: Standards of Leadership

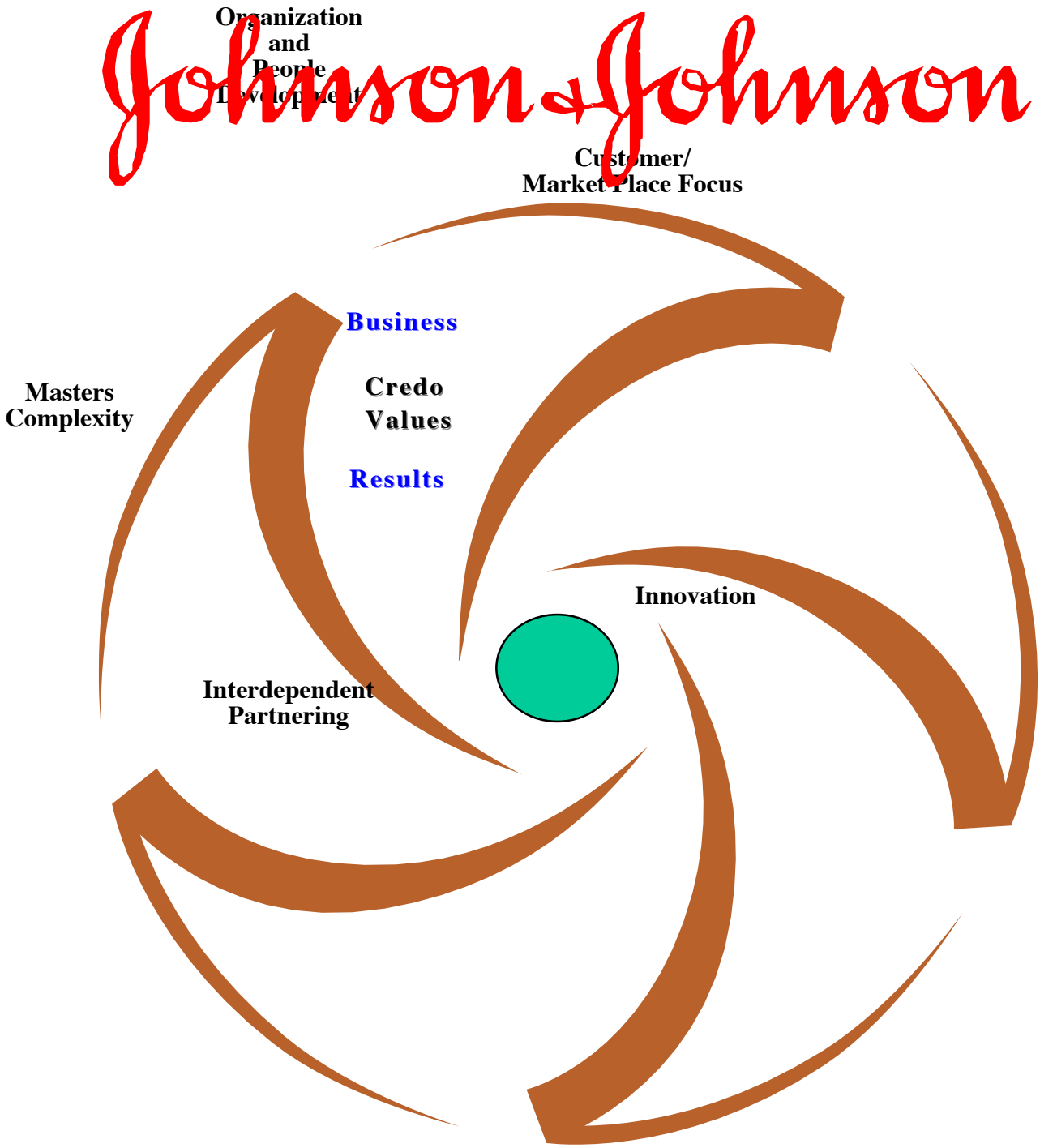

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EXHIBIT 3: Executive Conference III

Johnson & Johnson

Target Audience	• **Senior Executives** • **Management Boards**
Purpose	• **Communicate and Review Standards of Leadership** • **Individual Leadership Development** • **Company Action Plans**
Content	• **Leadership Standards and Principles** • **Credo Values** • **Interdependent Leadership**
Special Features	• **Natural Work Groups** • **Executive Committee Involvement** • **Delivered in Regions**

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STANDARDS OF LEADERSHIP

DIRECT REPORT

Feedback for:

_____

Confidential: Do Not Sign Your Name

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Johnson & Johnson Standards of Leadership

The Johnson & Johnson Leader . . .

. . . Lives Johnson & Johnson Credo Values

. . . Focuses on the Customer and Marketplace

. . . Encourages Innovation

. . . Builds Interdependent Partnerships

. . . Masters Complexity

. . . Develops Organizations and People

Instructions for Completing the Johnson & Johnson Advanced Manager Leadership Inventory

The person named on the cover of this inventory will be participating in a process that focuses on their own individual development. As part of that process they will receive feedback from you and several other co-workers in the *immediate* future. This person will receive a consolidation of responses from all of the people who have been asked to provide feedback. You will not be identified in any way. To assure complete anonymity, *you should not identify yourself or make reference to anything that would identify yourself on this form.*

As you consider the behaviors of this individual, please circle the response which best describes **how satisfied you are with their performance.** The more honest you are in your responses, the more useful the feedback will be to the person being rated. The summary report will enable the individual to understand how her or his behavior is perceived by others.

While some items may appear to be similar, treat each item separately. No two items are the same. Although you may not have complete information concerning this individual's practices, try to provide a rating based on the information you have. **If you feel unable to answer a question, use the "Not Enough Information" category.** This response will not be calculated in the summary results. Please do *not* use the "Neither Satisfied nor Dissatisfied" response if you feel unable to respond to an item.

After responding to the questions, turn to the back page of the Inventory. This "Written Comments" section is for you to provide information about areas where the individual is especially effective and where he or she could be more effective. Finally, please supply and additional comments you would like the individual to be aware of, particularly regarding items which may not have been covered in the questionnaire portion.

Your responses will be combined with those of others into a summary report which is tabulated by an independent processing center. *No one in Johnson & Johnson* (other than the individual named on the cover) will see this feedback report unless she or he chooses to share it. The information in the report will be used by the individual for his or her own development.

Please seal this completed inventory and return it *within three days* to the individual named as "Collection Assistant" on the cover memo. That person will bulk ship the sealed envelopes to the processing center in the U.S. We have enclosed a pre-addressed envelope for your convenience.

Thank you for your help!

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EXHIBIT 4: Advanced Manager Inventory *(continued)*

Instructions: As you complete this questionnaire, please note that each item is preceded by the question, *"How satisfied are you with the way this individual . . ."* Your response choices are **HD-Highly Dissatisfied, D-Dissatisfied, N-Neither Satisfied nor Dissatisfied, S-Satisfied, 6-Highly Satisfied,** or **NI-No Information.** Please indicate your response by circling your choice to the right of each item.

Consider this individual's effectiveness in the following items.

How satisfied are you with the way this individual...

	Highly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Highly Satisfied	No Information
LIVES JOHNSON & JOHNSON CREDO VALUES						
1. Demonstrates honesty and ethical behavior in all transactions	HD	D	N	S	HS	NI
2. Consistently treats people with respect and dignity	HD	D	N	S	HS	NI
3. Genuinely listens to others	HD	D	N	S	HS	NI
4. Successfully balances meeting the need to achieve results with meeting the needs of key stakeholders (e.g. employees, customers, the community and shareholders)	HD	D	N	S	HS	NI
5. Is willing to incur immediate costs to achieve longer-term success	HD	D	N	S	HS	NI
6. Effectively addresses concerns raised by Credo Survey results	HD	D	N	S	HS	NI
7. Coaches her/his staff on how to apply the Credo Values in decision-making	HD	D	N	S	HS	NI
8. Is a role model for "living" Johnson & Johnson Credo Values	HD	D	N	S	HS	NI
FOCUSES ON THE CUSTOMER AND MARKET PLACE						
Creates Value for Customers*						
9. Passionately cares about serving her/his customers	HD	D	N	S	HS	NI
10. Proactively encourages and listens to input from customers	HD	D	N	S	HS	NI
11. Clearly understands customers' expectations	HD	D	N	S	HS	NI
12. Makes realistic commitments (avoids over-committing)	HD	D	N	S	HS	NI
13. Effectively measures customer satisfaction	HD	D	N	S	HS	NI
14. Ensures that his/her staff is well-prepared to manage a customer relationship	HD	D	N	S	HS	NI
15. Ensures that commitments to customers are consistently met	HD	D	N	S	HS	NI
Focuses Externally*						
16. Anticipates future customer needs (rather than Just reacting)	HD	D	N	S	HS	NI
17. Successfully positions her/his organization to capitalize on opportunities	HD	D	N	S	HS	NI

* In this inventory, Customers are defined as the people who use the products/services delivered by this person and her/his organization.

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EXHIBIT 4: Advanced Manager Inventory *(continued)*

Consider this individual's effectiveness in the following items.

How satisfied are you with the way this individual...

	Highly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Highly Satisfied	No Information
18. Ensures that his/her organization seizes the advantage of leadership in its field (or market)	HD	D	N	S	HS	NI
19. "'Benchmarks" against other leaders in the field to help create or maintain a competitive advantage	HD	D	N	S	HS	NI
ENCOURAGES INNOVATION						
Forges a Vision for the Future						
20. Involves the team in creating a vision for his/her organization	HD	D	N	S	HS	NI
21. Ensures that the team's vision is aligned with the larger company vision	HD	D	N	S	HS	NI
22. Involves people in developing a strategy on how to achieve the vision	HD	D	N	S	HS	NI
23. Effectively sets priorities	HD	D	N	S	HS	NI
24. Ensures the effective implementation of the strategy	HD	D	N	S	HS	NI
Fuels Business Growth						
25. Creates a positive sense of urgency towards achieving results	HD	D	N	S	HS	NI
26. Finds and acts upon new opportunities	HD	D	N	S	HS	NI
27. Eliminates unneeded bureaucracy	HD	D	N	S	HS	NI
28. Effectively takes risks in letting others make decisions	HD	D	N	S	HS	NI
29. Is a role model for encouraging creativity	HD	D	N	S	HS	NI
Promotes Innovation and Continuous Learning						
30. Challenges the status quo (when change is needed)	HD	D	N	S	HS	NI
31. Asks people what they need to do their work better	HD	D	N	S	HS	NI
32. Uses both formal and informal networks to obtain new ideas	HD	D	N	S	HS	NI
33. Recognizes that making mistakes is an important part of learning	HD	D	N	S	HS	NI
34. Finds new ways to do things better and faster	HD	D	N	S	HS	NI
BUILDS INTERDEPENDENT PARTNERSHIPS						
35. Fosters open, candid communication across organizational boundaries	HD	D	N	S	HS	NI
36. Actively participates in the team (effectively shares information)	HD	D	N	S	HS	NI
37. Avoids political or self-serving behavior	HD	D	N	S	HS	NI
38. Strives to help colleagues across functions, business units and geographic boundaries	HD	D	N	S	HS	NI

EXHIBIT 4: Advanced Manager Inventory *(continued)*

Consider this individual's effectiveness in the following items.

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How satisfied are you with the way this individual…

		Highly Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Highly Satisfied	No Information
39.	Successfully clarifies roles and responsibilities with business partners	HD	D	N	S	HS	NI
40.	Builds consensus and impacts decisions without having to have "line" authority	HD	D	N	S	HS	NI
41.	Creates mutually beneficial ("win-win") relationships with business partners	HD	D	N	S	HS	NI
42.	Unites her/his organization into an effective team	HD	D	N	S	HS	NI
	MASTERS COMPLEXITY						
	Effectively Manages Complexity						
43.	Thrives in uncertain circumstances (avoids over-reacting in stressful situations)	HD	D	N	S	HS	NI
44.	Effectively analyzes situations before making decisions	HD	D	N	S	HS	NI
45.	Makes decisions in a timely manner (avoids over-analysis or procrastination)	HD	D	N	S	HS	NI
46.	Communicates complex ideas in a manner that can be easily understood	HD	D	N	S	HS	NI
	Implements Positive Change						
47.	Sees change as an opportunity, not a problem	HD	D	N	S	HS	NI
48.	Appreciates the value of diversity (in perspectives, ideas, backgrounds, styles and cultures)	HD	D	N	S	HS	NI
49.	Discourages destructive comments about other people or groups	HD	D	N	S	HS	NI
50.	Helps people remove barriers to change	HD	D	N	S	HS	NI
51.	Helps team members constructively deal with differences	HD	D	N	S	HS	NI
52.	Strives to see the value of opinions that may differ from her/his own	HD	D	N	S	HS	NI
53.	Supports the final decision of the team (even if its was not his/her original idea)	HD	D	N	S	HS	NI
54.	Effectively leads the change process	HD	D	N	S	HS	NI
55.	Evaluates and rewards people for positive changes in behavior	HD	D	N	S	HS	NI
	DEVELOPS ORGANIZATIONS AND PEOPLE						
	Creates an Achievement Environment						
56.	Asks people what he/she can do to improve	HD	D	N	S	HS	NI
57.	Challenges and motivates people to reach their highest potential	HD	D	N	S	HS	NI

EXHIBIT 4: Advanced Manager Inventory *(continued)*

Consider this individual's effectiveness in the following items.

How satisfied are you with the way this individual…

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58.	Makes sure objectives are clearly understood	HD	D	N	S	HS
59.	Gives people the freedom they need to do their job well	HD	D	N	S	HS
60.	Holds people accountable for results	HD	D	N	S	HS
61.	Effectively deals with performance problems	HD	D	N	S	HS
62.	Effectively deals with individuals whose behavior undermines teamwork	HD	D	N	S	HS
63.	Recognizes and rewards outstanding performance	HD	D	N	S	HS
Develops People for Optimal Performance						
64.	Effectively recruits the "right" people for positions	HD	D	N	S	HS
65.	Challenges people to expand their capabilities, knowledge and skills	HD	D	N	S	HS
66.	Provides developmental performance feedback in a timely manner	HD	D	N	S	HS
67.	Treats people fairly (avoids personal bias in decision-making)	HD	D	N	S	HS
68.	Provides coaching and guidance when needed	HD	D	N	S	HS
69.	Ensures that people receive the training they need	HD	D	N	S	HS
70.	Helps people prepare for greater responsibilities in J&J	HD	D	N	S	HS
71.	Identifies and champions high-potential talent as a J&J resource	HD	D	N	S	HS
72.	Creates an environment that fosters continuous professional development	HD	D	N	S	HS
73.	Strives to improve people's performance from "acceptable" to "excellent"	HD	D	N	S	HS

PLEASE TURN TO NEXT PAGE FOR WRITTEN COMMENTS

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EXHIBIT 4: Advanced Manager Inventory *(concluded)*

WRITTEN COMMENTS: Please note that your written comments below will be typed verbatim and will be combined with all other written comments in a report to the person named on the front page. To ensure your anonymity, please avoid comments or references that might identify you.

What does this person do that you particularly appreciate? (please list two or three *specific* items.)

_____

_____

_____

_____

_____

_____

What *specific* suggestions would you have for this person on how she/he could become even more effective? (Please list two or three *specific* items.)

_____

_____

_____

_____

_____

_____

Additional comments for this individual:

_____

_____

_____

_____

_____

_____

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IMPORTANT:

Please return completed form within three business days to:

The Individual Named in the Cover Memo as "Collection Assistant"

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EXHIBIT 5: 360-degree Feedback Process Major Phases

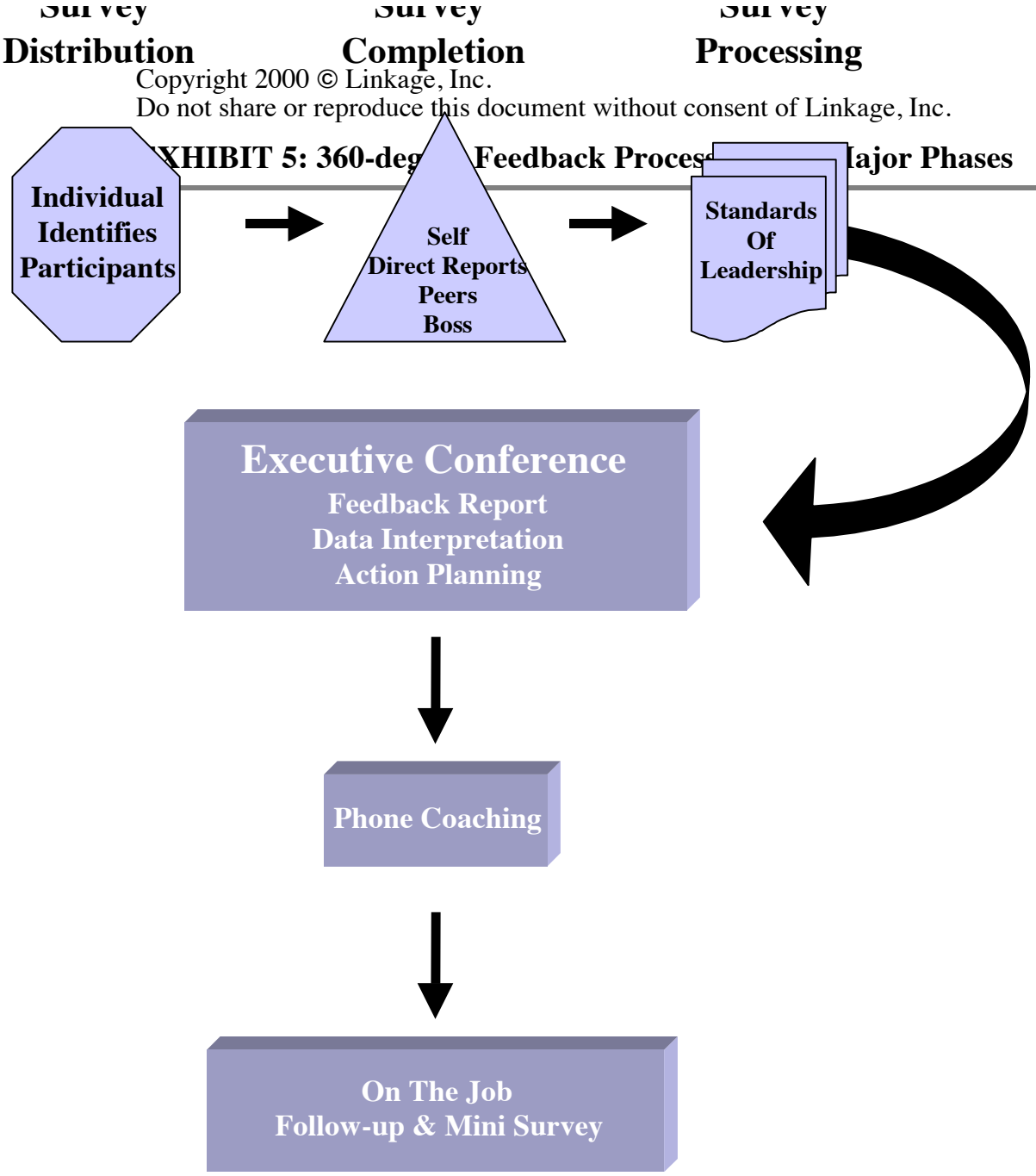

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EXHIBIT 6: 3 Encouraging Feedback

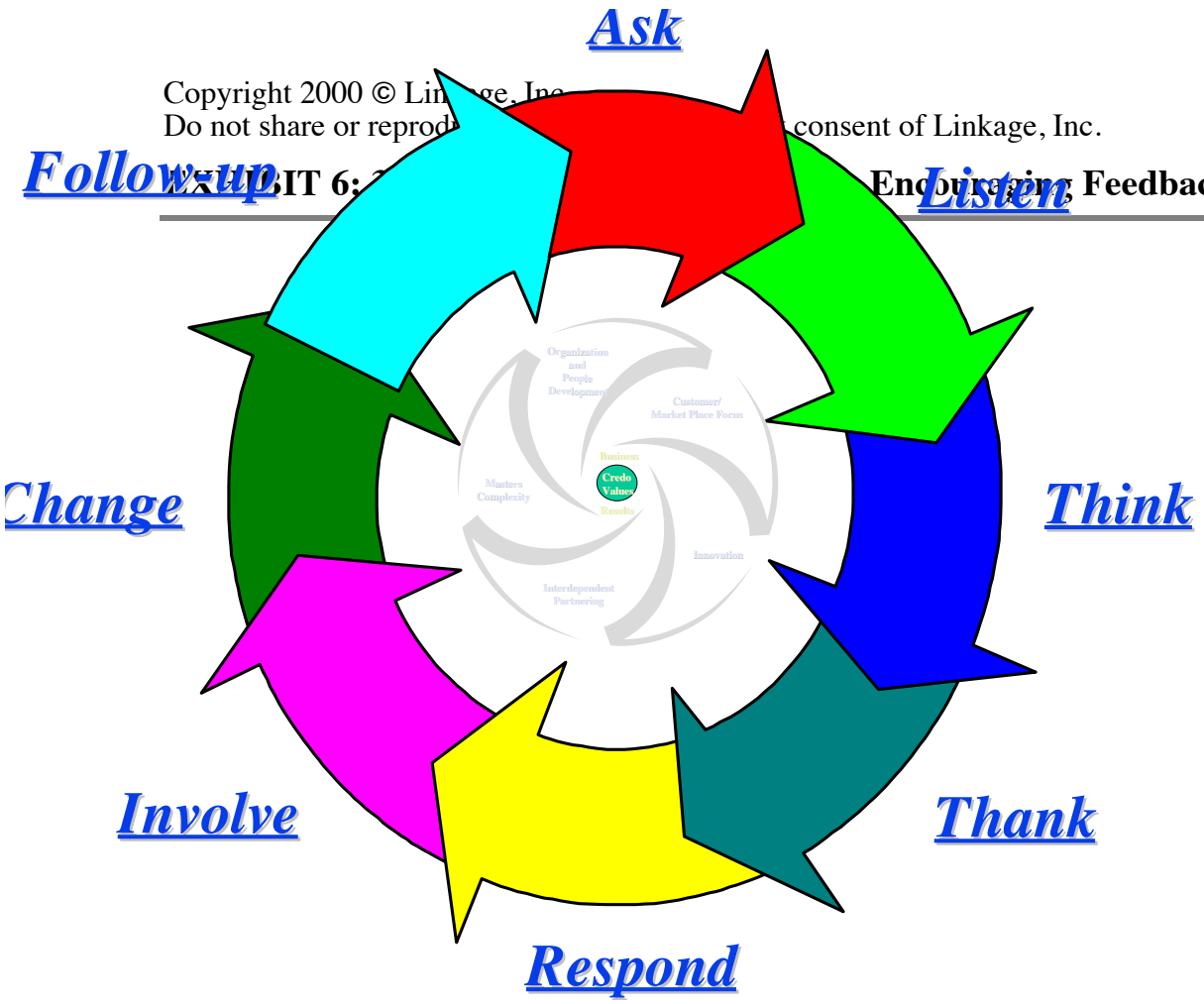

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EXHIBIT 7: Series of Follow-up Correspondence

Follow-up Letter #1

Thank you very much for your active participation in the Johnson & Johnson Standard of Leadership Inventory process.

I had a great time working with your team. Feedback on the process was very positive and I appreciate your active involvement.

As we discussed, follow-up is the key to making the Leadership Inventory Feedback process work. Please take the time to briefly discuss what you learned from your feedback with your direct reports, your managers, and/or your colleagues. Please develop a follow-up schedule to help ensure that you get ongoing "progress reports" on people's perception of change in the areas for improvement that you have identified.

As a member of the Johnson & Johnson executive team, it is very important for you to be a role model on how to respond to feedback in a positive manner.

Please consider this as your first "reminder letter" from us. Please feel free to write or call us if you have any questions or if we can be of help in any way. My e-mail address is Marshall@kgcnet.com and I will be happy to respond to any e-mail questions.

Best Regards,

Marshall Goldsmith

P.S. Enclosed is a follow-up checklist to help remind you to conduct brief "progress checks" to help ensure that you successfully implement your plans for change.

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Follow-up Letter #2

It has now been about three months since our last reminder letter.

How is it going?

We have recently completed a research study involving several thousand people which reconfirms two trends: (1) leaders who follow-up on their leadership inventory feedback tend to improve a lot more than leaders who do not follow-up and (2) leaders tend to do a much better job of following-up with their direct reports than following-up with their peers.

Teamwork and positive peer relationships are very important success factors for the leader of the future. Please take a few minutes and follow-up with both your peers and your direct reports on your leadership inventory feedback.

Please write or call if you ever want to talk.

Life is good!

Best Regards,

Marshall Goldsmith

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Follow-up Letter #3

It has now been more than three months since you received your last follow up "reminder letter" from us.

How is it going?

Now might be a good time to: (1) do a self-assessment of your progress in the "areas for improvement" that you selected (from your Leadership Inventory feedback) and (2) do a quick "progress check" with your direct reports and coworkers.

Please send me an e-mail with a report on your progress (Marshall@kgcnet.com) if you have a chance.

Life is Good!

Best Regards,

Marshall Goldsmith

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EXHIBIT 7: Series of Follow-up Correspondence *(concluded)*

Follow-up Letter #4

It has been a little over one year since you received your leadership inventory feedback.

Now might be a good time for reflection. How did the year go? Were you able to work on the "areas for improvement" that you selected? How would you rate your progress to date?

I hope that you found our leadership course and feedback process to be both thought provoking and useful. More important, I hope that you found that the process helped to produce a positive influence in your life.

This will be my final "reminder letter" to you. However, I still want you to feel free to write, call, or e-mail me (Marshall@KGCnet.com) if I can be of help or if you ever just want to talk (my address and numbers are enclosed).

Life is Good!

Best regards,

Marshall Goldsmith

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EXHIBIT 8: Executive Conference III Program Evaluation—Interview Protocol #1

Interviewer: *Name A* supervised by *Name B*, Ph.D.

This interview is part of a larger evaluation study to explore both the effectiveness and the learning outcomes of the Executive Conference III experience. The study will be used to make meaningful improvements to ECIII and the next generation of development experiences and will additionally serve as the basis of my doctoral dissertation. The interview will take approximately 30 minutes to 1 hour and is focused on clarifying the desired ends of the ECIII program under study. The objective of the interview is to establish an understanding of shared program goals, expectations and outcomes across stakeholder groups for each phase of the ECIII program.

Definition: When referring to the **ECIII program, process, or experience** please consider in your response the entire 6-month conference process:
Pre-conference work ☾ **the 6-day ECIII event** ☾ **Post-conference activities**

In exploring the effectiveness of this program, specifying the criteria for evaluation is central and critical. Different stakeholders of a program will bring different criteria to the table; therefore, this step is designed to collect those different "sets" of criteria and collapse them down into shared categories of program effectiveness. Given your first hand experience in the ECIII process, your input is valued and needed in this step.

As a participant in this study, you are free to decline answering any question(s). You may also end this interview at any time should you feel the need to do so. In addition, should you feel the need, you may contact the study's sponsors *Name C* and/or *Name D* at Johnson & Johnson MED, (###) ###-####, or my supervisor, *Name B*. Her number is (###) ###-#### with her address as follows:
The California School of Professional Psychology
1000 South Fremont Avenue
Alhambra, CA 91803-1360

The risks of participation in this study are very minimal while the overall benefits are rich. As with any organizational research, risks to participant's confidentiality may be of issue and will be addressed by the researcher in the following manner. All information will be reported in an interim report, as well as a final report, in aggregate form only to maintain confidentiality of the information shared from each participant. Further, participant code numbers will be assigned to each participant to keep the information shared confidential. This interview will be recorded on audiotape. After the report is complete all tape recordings from this interview and note sheets will be destroyed. This research aims to benefit all participants of ECIII by contributing valuable information toward meaningful improvements to ECIII and the next generation of development experiences. Your input is highly valued and we appreciate your contribution to this study. If you wish, the results of the project will be forwarded to you as soon as the project is complete. Please feel free to talk about concerns that you may have with any of the topics discussed in this interview.

Based upon this information, do you agree to participate in this research study and have this interview audiotaped? ☐ Yes ☐ No

Interviewee's name _____ Code number _____
Date of interview _____

Note to interviewer: This document should be used as a guide, not a strict blueprint. Feel free to pursue conversations that seem relevant to the overall goal of the study.

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EXHIBIT 8: Executive Conference III Program Evaluation—Interview Protocol #1 *(concluded)*

Questions

To begin, I'd like to gain a clear understanding, from your perspective, of the vision, goals, objectives, and desired ends for Johnson & Johnson's Executive Conference III process . . .

1. What do you believe the vision to be for the J&J ECIII conference?
2. What was your personal vision for the ECIII conference?
3. Please describe your [past] role in the design, development, implementation, and/or participation of the ECIII process?
4. How would you describe/define the ECIII experience?
5. In developing the ECIII process, what were the goals or objectives it was designed to meet? (Pre-conference, conference event, post-conference)
   - What results/outcomes are you trying to accomplish with the ECIII program?
6. What were your expectations for the ECIII team action-learning process?
7. Do you perceive ECIII's action learning approach to be a powerful learning strategy?
   - Yes Why and how?
   - No Why not?
8. What are the learning objectives (outcomes) designed for, or desired, in the ECIII experiences?
   - At the individual level?
   - At the team level?
   - At the organizational level?

Now, I would like to explore your perceptions of the actual outcomes of J&J's ECIII process to date . . .

9. Based on your experience, what are the outcomes of the ECIII experience? (Again, please respond across the three phases of the process.)
10. What do you feel are the most effective components of the ECIII process? Why?
11. What do you feel are the least effective components of the ECIII process? Why?
12. What do you feel are the important attributes of a successful ECIII conference experience?
13. In what way does ECIII's action learning process help executives learn more effectively from their experience?
14. What knowledge, skills, and attitudes do you feel participants learn from the ECIII experience?
15. What, if any, processes do you feel participants learn or strengthen from this experience? (For example, perhaps executives are learning to leverage change in the corporation.)
16. Are there any other questions that you feel are relevant and wish that I had asked?
17. Do you have any other comments regarding the ECIII program that you would like to add?

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EXHIBIT 9: Executive Conference III Program Evaluation—Interview Protocol #2

Interviewer: *Name A* supervised by *Name B*, Ph.D.

This interview is part of a larger evaluation study to explore both the effectiveness and the learning outcomes of the Executive Conference III experience. The study will be used to make meaningful improvements to ECIII and the next generation of development experiences and will additionally serve as the basis of my doctoral dissertation.

The interview will take approximately 1 hour and is focused on exploring the learning and business outcomes from the 6 month ECIII conference experience. The three objectives for this interview are: 1) to explore how participants have transferred conference learnings and outcomes to their jobs; 2) to explore perceptions and uncover anecdotal evidence of how ECIII has impacted business results, company goals, and/or performance; and 3) to understand what can be done to improve or enhance the program.

Definition: When referring to the **ECIII program, process, or experience** please consider in your response the entire 6 month conference process:

Pre-conference work ☾ the 6-day ECIII event ☾ Post-conference activities

As a participant in this study, you are free to decline answering any question(s). You may also end this interview at any time should you feel the need to do so. In addition, should you feel the need, you may contact the study's sponsors *Name C* (###) ###-#### and/or *Name D* (###) ###-#### at Johnson & Johnson MED, or my supervisor, *Name B*. Her number is (###) ###-#### with her address as follows:
The California School of Professional Psychology
1000 South Fremont Avenue
Alhambra, CA 91803-1360

The risks of participation in this study are very minimal while the overall benefits are rich. As with any organizational research, risks to participant's confidentiality may be of issue and will be addressed by the researcher in the following manner. All information will be reported in an interim report, as well as a final report, in aggregate form only to maintain confidentiality of the information shared from each participant. Further, participant code numbers will be assigned to each participant to keep the information shared confidential. This interview will be recorded on audiotape. After the report is complete all tape recordings from this interview and note sheets will be destroyed. This research aims to benefit all participants of ECIII by contributing valuable information toward meaningful improvements to ECIII and the next generation of development experiences. Your input is highly valued and we appreciate your contribution to this study. If you wish, the results of the project will be forwarded to you as soon as the project is complete. Please feel free to talk about concerns that you may have with any of the topics discussed in this interview.

Based upon this information, do you agree to participate in this research study and have this interview audiotaped? ☐ Yes ☐ No

Interviewee's name _____ Code number _____

Date of interview _____

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EXHIBIT 9: Executive Conference III Program Evaluation—Interview Protocol #2 *(concluded)*

Questions

This first section of the interview is aimed at collecting information of those sustained outcomes, learnings, or behaviors being used "on the job" as a result of the Executive Conference III process.

1. I'd like to first understand a little bit about your conference experience. How would you describe your ECIII experience?
2. As a result of your ECIII experience, what are your key leadership learnings?
3. Considering how you encountered the Standards of Leadership in ECIII, what stands out?
4. How are you integrating the Standards of Leadership on the job?
5. ECIII attempts to reaffirm the Credo and foster Credo leadership development. How have you used your knowledge of Credo values and the Credo-based, decision-making process as a management tool back on the job?
6. ECIII attempts to assist participants in learning a leadership process. How have you helped your own people to learn leadership as a result of your learning from the EC III experience? Please share an example if you can.
7. ECIII employs a change model for driving the action learning process. How have you integrated this change process and its associated tools to lead and drive change through your organization? If you can, please share with me an example of an event or experience where you have used this process.
8. While certain learning objectives are planned for ECIII, people learn unplanned outcomes as well. What skills, knowledge, and attitudes do you feel you learned or strengthened through the ECIII process? How have you integrated that learning back on your job?
9. Have you taken a leadership role in moving your team's action plans forward? How? If not, why not?

Now, I would like to explore perceptions and uncover anecdotal evidence of how Executive Conference III has impacted business results, company goals, and/or performance . . .

10. What do you perceive is generally different in your business as a result of ECIII? Can you ascribe any difference in the way your organization is being run to having been through ECIII? Please provide an example of an event or experience that would reflect this.
11. Was ECIII effective for launching or energizing an agenda for change? If so, how? Please provide an example if possible.
12. What business results can you attribute to the action plans developed at the ECIII 6-day meeting?

At this point, I would like to get your input on how the Executive Conference III program can be improved or enhanced to deliver greater value to you . . .

13. Think about the ECIII experience—that is, the pre-work, 6-day meeting, post-conference—what worked well? What needs improvement?
14. Now that you have completed the full cycle of the ECIII experience, what 1–2 specific changes would make the biggest improvements to the pre-conference data gathering process?
    - What would be the biggest improvements for the on-site 6-day meeting?
    - For the post-conference follow-up process?
15. Having completed ECIII, what do you see as the next big step in leadership development?
16. Do you have any other comments to share regarding the ECIII program or this interview?

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About the Contributors

Charles J. Corace (ccorace@corus.jnj.com) is director of management education and development at Johnson & Johnson. Corace has responsibility for corporate-wide executive development products and services. In this role, he and his organization work closely with the senior management of Johnson & Johnson to define and implement experiences, which support the development of global business leaders. Prior to this assignment, he held the position of regional director, Learning Services. This organization was created as a shared service within J&J and provided organizational consulting support to the operating companies within North America. Over the past 14 years with Johnson & Johnson, Corace has also held positions in the areas of human resources and quality management. He is a member of the Executive Leadership Development Network and the Human Resource Planning Society.

Dr. Jodi Knox (jknox@actiondialogue.com) is the founder of Action Dialogue Associates, a training and consulting firm specializing in leadership development, executive coaching for behavioral change, 360 feedback, action dialogue/ group facilitation, and communications. Knox has worked with many clients, transforming them into high performance, adaptive organizations. Prior to her work with Deloitte Consulting, she worked under the mentorships of Dr. Beverly Kaye, president of Beverly Kaye & Associates (BKA), and Dr. Marshall Goldsmith, founder of Marshall Goldsmith Partners. Knox conducted the practical research on Johnson & Johnson's Executive Conference III to understand and leverage the learning outcomes, "on the job" behavioral changes, and the business impact of the global leadership development, action learning experience. In addition, Knox recently collaborated with world-renowned authors demonstrating the power of storytelling to convey learning, integration of knowledge, and the application of wisdom in a forthcoming book entitled *Learning Journeys of Great Teachers* that is expected to be published in the fall of 2000.