Leadership Development at 3M: New Process, New Techniques, New Growth

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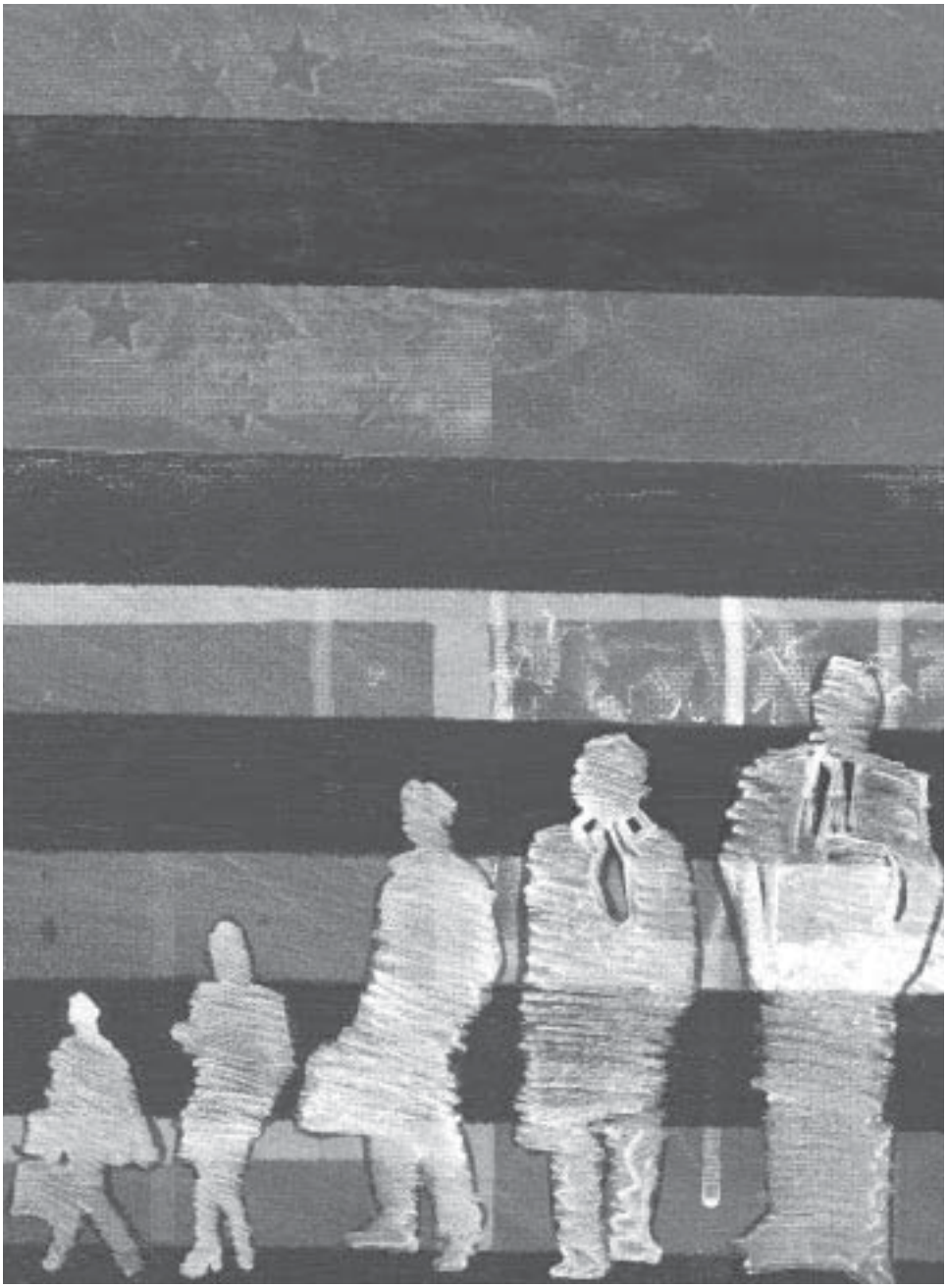
From the moment she first shook his hand in a receiving line after his arrival at 3M, Margaret Alldredge, staff vice president, Leadership Development and Learning, knew Jim McNerney was passionate about developing leaders. McNerney was fresh from an enormously successful career at GE. He talked of implementing Six Sigma (a rigorous process designed to improve productivity, increase profits, and enhance customer service) and shared his view that Six Sigma was not only about process improvement but also a way to develop leaders rapidly. He also suggested that 3M might be ripe for the establishment of its own "Crotonville," GE's vaunted center for cultivating leadership talent. That first meeting set into motion the creation of a new, intense, and exciting approach to developing 3M's leaders.



One of Jim McNerney's first questions after arriving at 3M Company as its new CEO was, "What are we doing here to develop leaders?" The response from the 3M leadership development team convinced him the company could do more to develop high-potential talent. Almost immediately, he challenged the team to craft an intensive leadership development strategy that would rival that of his prior employer, GE. This article chronicles our team's progress to date, showing how hard work, intense commitment, and creative thinking can lead to powerful results.

Setting the Stage

Within a month of Jim's arrival, we met with him to review our existing approach to leadership development. In 3M's traditionally egalitarian culture, we had always focused on developing all of our people. The only special opportunities we offered to our high-potential leaders were a series of self-directed roundtables designed for leaders at more senior levels across the company. Jim challenged us to focus more formally and openly on the identification and development of our highest potential leaders. Based on that challenge, and tying our work to Jim's evolving vision for 3M and to his newly defined expectations for 3M leaders (see Exhibit 1), we set out to develop a new, accelerated strategy for developing our high-potential leadership talent.

EXHIBIT 1

CEO Expectations for 3M's Leaders

- Stronger execution of strategy
- Consistent delivery of results
- Faster, more flexible organizations
- Greater sense of urgency
- Measurement and accountability for results
- Leverage of size, scale, and global presence
- Improved prioritization and resource allocation
- Early identification, development, and reward of leadership talent
- Operational discipline for profitable growth
  - Six Sigma
  - Global sourcing
  - Cost control
- Clear and candid communication

We presented Jim with a first cut at our new leadership development strategy near the end of his second month in office. He liked what he saw in our initial proposal, but he also wanted to make a statement that reflected 3M's newfound commitment to leadership development. He proposed that we create a facility to house our leadership development efforts. We suggested modifying an existing R&D training center close to the executive offices. Jim liked both the facility and the five-minute proximity to 3M's executive offices, because he expected that he and his direct reports would do a great deal of teaching in the new center. Although we talked about the value of a "residential" facility for participants, business pressures suggested that a top-notch learning facility without residential accommodations was our best option. Nearby hotels were adequate to house participants traveling to the center from around the world.

With that, the design goals for our Leadership Development Institute (LDI) were set. The plan was for the facility to be a top-notch learning center with all the modern amenities. It would be home to a number of accelerated leadership learning and development opportunities, including not only high-potential leadership development for 3M worldwide, but also for Six Sigma black belt and master black belt training and for leadership training for customers and distributors. Within three months we had gained full approval for the $3.2 million renovation project.

Leadership Attributes

While we were working on the new leadership development strategy and the LDI renovation proposal, McNerney and his direct reports took advantage of an independently organized offsite session to create a new set of leadership attributes for 3M (see Exhibit 2). These attributes are simple and clear, consistent with all of Jim's messages to the organization. Almost immediately, the attributes became the thread that was woven throughout all of our leadership development initiatives. They are held up as the core requirements of all leaders at 3M and are reinforced constantly by our senior leaders. We have worked to define each attribute for the "exempt" employee population, and individual assessment against the attributes has become an on-going process at 3M. We use this assessment as a major input into the performance appraisal process and have further integrated the attributes into all HR processes and our leadership development programs.

EXHIBIT 2

3M Leadership Attributes

- Chart the Course
- Raise the Bar
- Energize Others
- Resourcefully Innovate
- Live 3M Values
- Deliver Desired Results

Building Our First Program

Within six months after Jim's arrival, the leadership development strategy was articulated, the LDI construction project designed and approved, leadership attributes defined, and a team of 3M professionals formed to create our first, flagship program for high-potential managers and directors, the first level of executives at 3M. Our goal was to create a high-impact program to accelerate the personal development of our high potential leaders and their ability to execute on 3M's new strategic initiatives.

At this stage we partnered on the program design process with Dr. Al Vicere of Penn State and Vicere Associates, Inc. We needed an experienced, outside expert to add perspective to our work and help create a unique program to build leadership depth across 3M and spark a culture change in support of our new strategic direction.

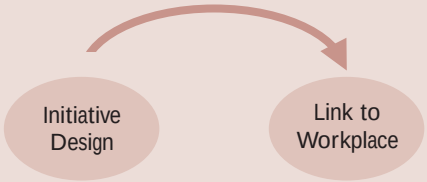
We began work in June 2001, targeting an October 2001 launch for the program. We eventually adjusted the timeline slightly, and in January 2002 launched our inaugural effort, the Accelerated Leadership Development Program (ALDP). This intensive leadership development program personalizes the learning experience for each participant, helping top leadership talent at 3M take their game and the company's to a higher level.

The Design Process

During our first design team meeting, as we discussed ideas for what would become the ALDP, Al challenged us to think long and hard about our objective of creating a high-impact, culture-changing experience at 3M. He urged us to avoid "the program design trap" (see Exhibit 3), the tendency to create a "leading edge" program starring big-name faculty and featuring trendy methodologies like action learning—but without clear ties to 3M's strategic imperatives. Such a design might lead to positive "smile sheet" evaluations at the end of the program, but would be less likely to have an impact on culture change and corporate performance, two critical requirements for our initiative.

EXHIBIT 3

The Program Design Trap



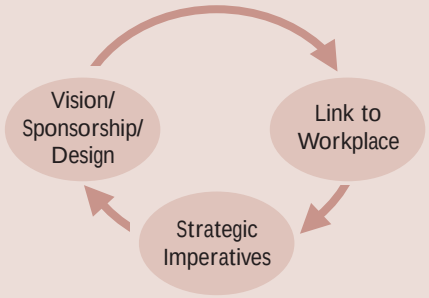
A program design is created, outstanding faculty recruited, action learning built in, but no real links are made to the firm's strategic imperatives. The resulting program may generate great "smile sheet" evaluations without impacting participant performance or organizational change.

Al then challenged us to list the strategic imperatives announced as the backbone of the emerging 3M strategy. With those imperatives at the core of our design model, we discussed ways to create a program to highlight 3M's new vision, complement other initiatives being launched across 3M to help launch new business models and processes, tap into a growing level of senior leader sponsorship, and facilitate deeper understanding of, and capabilities to deliver on, the new strategic imperatives (see Exhibit 4). By connecting all of these elements in our design work, we could facilitate 3M's leaders in "getting to understanding" (see Exhibit 4); thus, they could better understand the company's new strategic direction and practice executing that strategy.

Pushing us a step further, Al helped us see that for ALDP to have a substantive impact on the long-term performance of the organization, to foster the development of a true culture of performance and change in pursuit of our new strategic imperatives, our human resource management systems had to be fully aligned with the key elements of the program. Our organizational metrics and HR processes must be in synch with our strategic imperatives and the messages we would be sending in ALDP (see Exhibit 5). This final set of linkages would ensure that ALDP was a process of "leadership development with impact" (see Exhibit 5).

EXHIBIT 4

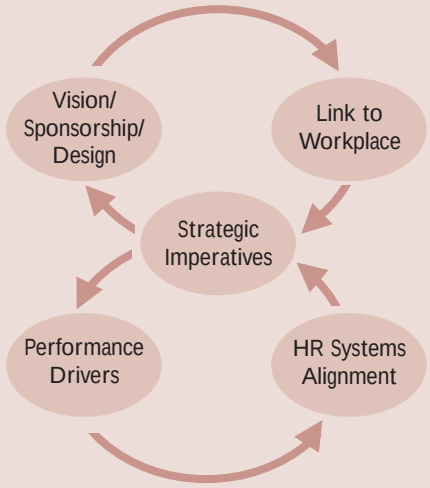
Getting to Understanding



The program design is directly tied to the organization's vision and strategic imperatives. A well-executed result facilitates a deeper understanding of those strategic imperatives and guided opportunities to practice behaviors that support them. Understanding and practice, a stage beyond the design trap, may not change leadership behaviors or organizational culture.

EXHIBIT 5

Leadership Development with Impact



The program design is directly tied to the organization's vision and strategic imperatives, generating higher levels of senior leadership support and sponsorship. Program participants gain a deeper understanding of strategic imperatives and experience guided opportunities to practice behaviors that support them. They see how newly learned behaviors are measured and rewarded throughout the corporation, and understand why those behaviors are essential to continued personal success and to the organization's business performance. There is greater opportunity to drive lasting, sustainable change in individual behavior and organizational culture.

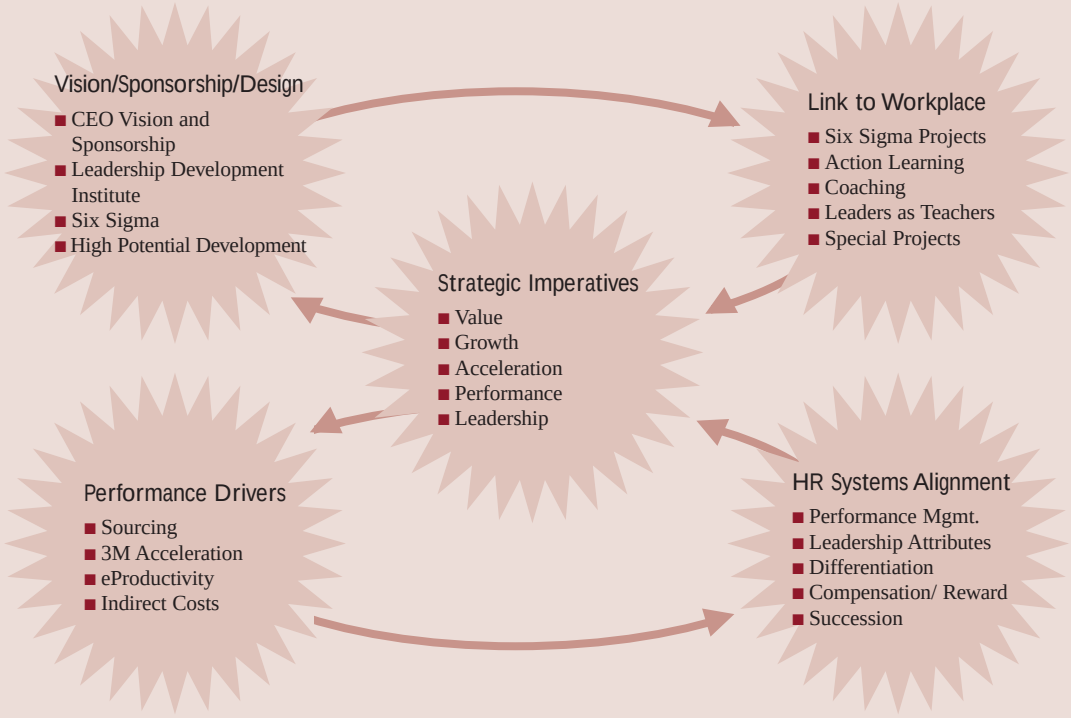
On the basis of those discussions, we crafted an integrated, systemic approach to leadership development at 3M, one that not only ensures the relevance and impact of the ALDP, but also ensures that the program complements and leverages other initiatives that are rolling out across the company to drive performance and promote culture change. The model in Exhibit 6 reflects the results of our work. 3M's new *strategic imperatives* are listed at the core. The "upper loop" lists elements of *vision/sponsorship/design* that are relevant to the ALDP design as well as the methods through which we are attempting to link development to the workplace. The "lower loop" of the model links our development processes to our new business *performance drivers* as well as our refocused HR systems.

With the critical elements laid out before us, we moved into the design process, identifying methods and approaches specifically for ALDP, ensuring consistency with the company's strategic imperatives as well as our overall learning/development objectives. We were committed to action learning as a complement to our Six Sigma efforts. Because Six Sigma focused on process improvements and efficiency, we positioned ALDP as a process for driving top-line revenue growth and business expansion. Consistent with our CEO's expectations, we also were committed to using 3M's own senior leaders as the primary teaching faculty for the program, reinforcing ownership and adding credibility to the messages we hoped to deliver. To complement our internal faculty and add an external perspective, we identified potential partners—a select group of external faculty and consultants to commit to working with us and our senior leaders to develop and perfect content segments appropriate for the experience.

Finally, we discussed ways to ensure that participants could see the link between the ALDP and our evolving HR practices in areas such as compensation, performance management, and succession planning. Making those ties would help make the lessons of the ALDP "stick" for participants and hopefully drive a shift in leadership focus and culture across 3M. The end result of all our discussions was the creation of the model in Exhibit 6. We presented a version of the model to

EXHIBIT 6

Leadership Development with Impact



Jim McNerney and talked with him about the role the ALDP could play in the new LDI.

Jim quickly recognized how the program design reinforced his new vision for 3M. We discussed with him how the ALDP could complement our Six Sigma and high-potential identification and development initiatives. Jim's GE experience made action learning and leader-led development a prerequisite for the program, and our design did not disappoint him. We went on to discuss our ideas for linking the ALDP action learning projects to our key performance-enhancement initiatives like global sourcing, R&D acceleration, and e-productivity. Finally, we discussed how the messages of the program would both highlight and be reinforced by our new HR processes in compensation, succession, etc. The tight linkage between the ALDP design and our new direction earned us an instant approval and we immediately set out to finalize the ALDP design.

ALDP Overview

The ALDP is an important part of the 3M's strategy to accelerate the development of our leaders, who, in turn, will direct and manage the accelerated growth of business operations. Candidates for participation in the ALDP are high-potential leaders identified by 3M's Operations Committee (top team) using input from our business leaders and our succession review process. In the early stages, the candidate lists were reviewed by Jim McNerney and Kay Grenz, vice president of Human Resources, to make the final selections of participants.

The ALDP is an intensive, accelerated program that helps participants strengthen their leadership experience through classroom-style instruction and dialogue, individual development planning, group work, action learning, and presentations to senior management. It helps focus 3M's high-potential leaders on capabilities, mindsets, and actions to propel 3M to a higher level of future success. During the development of ALDP, we engaged in constant dialogue with Jim McNerney and each of his direct reports, gaining high levels of senior leadership commitment along the way and ensuring the relevance of program content. Because our goal was to use our own senior leaders as teachers as much as we could, these discussions also gave us direction for possible teaching assignments. The design process resulted in a developmental experience that set a new standard for leadership performance

across 3M, the objectives for which are shown in Exhibit 7.

EXHIBIT 7

Program Objectives

- "Edge" in the face of complexity, rapid change, and increased competition
- Growth strategy and execution plan to drive and support business growth
- Application of tools and techniques in teams to address 3M business issues
- Application of lessons learned from 3M executives
- New "3M" components blended with unwavering ethics, innovation, technology platforms, and international business experience
- Sharpened leadership skills: preparation for expanded leadership roles
- An active, business-driven network of colleagues

In its final design, ALDP is an intensive, 17-day (continuous) program that begins with a five-day, predominately "leader-led" classroom component featuring 3M senior leaders as teachers. These leaders are supplemented by a small group of carefully selected and intensively briefed external academics and consultants who bring an outside perspective to our discussions and dialogue. That is followed by 10 days of action learning application during which participants tackle serious business issues most frequently selected by Jim McNerney himself. The program concludes with two days of presentations and debriefings as well as an opportunity for participants to spend time in an extensive dialogue with Jim.

The program uses a unique, individualized process called "personalized learning." This process incorporates a 360-degree assessment survey tailored by Minneapolis-based PDI as a prerequisite for admission to the ALDP and uses coaches for the action learning teams. Personalized learning adds tremendous value to the ALDP experience by maximizing the application of learning during the program and the transfer of this learning back to the business when participants return to their workplace. Core elements of the ALDP design are discussed below.

Leaders as Teachers

Each ALDP session begins with five days of classroom content featuring senior leaders and select external experts who also act as teaching faculty. Our external experts include highly-qualified faculty from Columbia, Wharton, Villanova, Penn State, and the University of Michigan, and a national consultant on individual coaching. They provide theory and best practices from their respective experiences with other major corporations. But they do only a small portion of the teaching. To them we add our own executives, who share their experiences and best practices in a "leaders teaching leaders" format.

To date, more than two dozen of our senior executives have taught in ALDP. During the design process, our external faculty members met with our internal executive presenters to share materials, models, tools, and to coordinate ideas. We also asked the externals to coach our leaders on how to teach and effectively present their own ideas. In this way, we also involve our senior leaders in a development process, helping them to perfect their leadership points-of-view and hone their communication skills. In the fashion of a great role model, Jim McNerney joins each class for a couple of hours of "messaging" and questions and answers near the end of the experience, using the opportunity as a platform for making the case for change at 3M.

To further facilitate integration across 3M, design team members have been assigned a "day manager" role for each respective day of the opening five-day content segment. The day managers work with all presenters to ensure consistency of message and alignment with 3M's strategy and business processes. After each session, day managers share the evaluations of presentations and suggestions for improvement with each presenter, both internal and external, and refinements are made in preparation for the next session.

Action Learning Projects

Another critical element of the program involves the use of action learning as a core learning platform. This aspect of the program gives participants experience in the application of principles, ideas, models, and tools that are the heart of the program content, and lets them practice leadership, sharpen their team skills as they address complex and challenging issues, develop self-awareness, and link their learning back to their work environment.

We gather input on business issues and potential projects from Jim McNerney and his direct reports and from the staff vice president of strategic planning. The final projects are selected by Jim based on a "hopper" (as in Six Sigma). For each session, three significant projects are selected and assigned to large teams of 12 to 15 members. The large

team size requires that the groups break into smaller task teams to tackle subcomponents of their defined assignment. They then must weave their subgroup assignments into a coherent set of recommended actions for dealing with their assigned issue. The problems they take on are huge, real, and vexing for 3M and its business units. We provide two process coaches for each team to help with group dynamics and team issues. The coaching and project team operating processes are described later in this article.

Near the conclusion of the program, the teams present findings and recommendations to McNerney and the 3M Quarterly Management Council (top 24), and following that to the Operating Committee of the business or staff organization that "owns" the project. The teams also create a detailed report documenting their work and research. Project topics include the assessment of opportunities in areas such as R&D productivity, e-productivity, and global business development. Projects have been launched as input into growth plans for businesses within 3M such as our traffic control materials business and our healthcare business. To date, both the sponsors of the projects and our senior management team have been delighted with the results.

Personalized Learning: A Unique Lever

A key and unique component of the ALDP is "personalized learning," introduced earlier. This process focuses on each individual leader's specific leadership strengths and development needs in a way that allows the leader to extract the maximum value from the ALDP experience. It is based upon the assumption that each leader's learning style and leadership development opportunities (LDOs) are different, so the more we can help leaders personalize the experience within the context of the organization's strategic imperatives, the more powerful the learning experience will be. Personalized learning has evolved so it turbocharges the ALDP experience for individual participants and for 3M.

The first signal that ALDP will have a personalized focus comes when the participants are informed they have been selected to attend. At that time, they also are informed that a prerequisite for attendance is the completion of a 360-degree feedback survey tailored for us by Minneapolis-based PDI. The second signal comes in a pre-program orientation session designed specifically for ALDP attendees. Half of this session is devoted to helping participants understand the importance of attending ALDP and ensuring that they are familiar with 3M's business goals. The other half helps answer the question: "What's in it for me?" Participants are challenged to think about the importance of leadership skills to their continued career development and what they can do to become better leaders. 3M's leadership attributes are a focal point of all discussions, and attendees are challenged to use the leadership attributes as a reference point for their personal learning and development.

A second phase of the personalized learning process involves one-to-one meetings between each leader and a coach prior to the actual program. The goal of these meetings is to review the results of their 360-degree survey and to discuss those results within the context of 3M's leadership attributes and current business challenges. These coaching sessions help the leader better understand the relationship between his or her leadership style and challenges of the business he or she leads. They culminate in a discussion of how the leader can use ALDP to improve performance on one or more of the leadership attributes as related to their 360-degree assessment. The idea of action learning as a laboratory for working on goals and practicing new behaviors is introduced, and links are made to segments of the formal classroom content that might be relevant to the individual's development plan. By the end of the meeting each leader has identified two or three strengths and two or three LDOs to focus on during the ALDP.

The third phase of the personalized learning process is part of the five-day content segment of the program. At the outset of the program, we assign each participant to a personal goal group, three to four leaders who will ultimately be on the same action learning team. Personal goal groups provide a small group experience that includes feedback, support, and accountability around individual leadership improvement efforts. These groups meet formally three different times during the 17-day experience. The first session is on the opening night of the program. That meeting focuses on the skills of self disclosure and listening as leaders share their results from their 360-degree assessment and discuss their strengths and LDOs. At the second meeting two nights later, the focus shifts to strategies for changing behavior, using fellow group members as a source of feedback, support, and accountability. Often one leader's strength is another leader's LDO, which fosters

peer coaching. Goals are established for improvement and contracts are negotiated for support and feedback. Later in the program during the action learning segment, the groups meet for the third time. Work on their projects is temporarily suspended and groups meet to check how each member is addressing LDOs and what adjustments they can make to leverage the ALDP developmental experience for their personal development.

Through these interactions, team members often establish ongoing relationships that extend beyond the limits of the formal ALDP. The small groups create a safe environment in which to share areas of development, seek feedback, and provide support for colleagues, which is not always a characteristic of their work environments outside of ALDP. The challenge is for participants to begin to learn "processes" that they can transfer and translate into their businesses when they return to their regular job.

Another key element of the personalized learning process is launched on the last day of the five-day content segment of ALDP, just before the action learning projects commence. The focus of this day is on "building a performance culture" and participants are challenged to consider what they can do to elevate their own performance as well as the performance of those around them. In this case the classroom becomes the source of learning about how one can grow personally and grow the business at the same time. Internal speakers discuss core values and 3M's philosophy of managing performance while an external expert challenges the participants to maximize their potential as both individual and organizational leaders. The presenters provide clear, constructive, proven techniques for changing personal behavior and for coaching others to improve. These new techniques are transferred into the personal goal group experience and the larger action learning team experience. In this way, participants are ready to enter the action learning laboratory and deal with a real issue while practicing the new skills they have acquired during the initial segments of the program.

The final personalized learning experience occurs at the end of the action learning segment, when the coaches facilitate an exchange of feedback among group members. Each participant shares observations on strengths and provides feedback on developmental opportunities with every other group member. The coaches also facilitate a debriefing that focuses on the lessons members will take back with them to their jobs.

Action Learning, Coaching, and Reflection

ALDP participants participate in an action learning team project following the five-day content segment. Coaches assigned to the action learning teams help the teams establish group processes and guidelines. Team members discuss the strengths they bring to the team and LDOs they plan to address during the experience. The coaches take time to explain that the role of the coach in the process is to foster learning. That might involve intervening at the group process level but most often it means staying out of the way, observing, and providing feedback to individuals and to the group as appropriate.

Individual coaching sessions can be arranged informally or upon a formal request from group members. In these sessions, the leader may be asked about his or her progress on goals, feedback may be provided, and ideas for improved performance may be developed. Sometimes the action is stopped in the groups to discuss issues and brainstorm process changes; sometimes feedback is given on the spot to an individual; and occasionally a team experiences a small "meltdown" and is offered "mediation" in order to regroup and move forward. The power and purpose of these interventions is directed feedback in support of a skill the leader or team is trying to develop and the opportunity to practice and learn that skill. Coaches do not contribute to the business issue analysis, but do model the kind of coaching and mentoring behaviors we expect of leaders in the new 3M work environment.

On the last day of the program we move to the reflection phase, in which participants are asked to think about what they have learned during ALDP. After the teams make project presentations to the CEO and Quarterly Management Council, coaches ask participants to write down specific goals for continued development upon return to their jobs. A letter is sent to the participant and his or her manager, establishing the expectation that the manager will meet with the participant to review 360-degree feedback, discuss lessons learned during ALDP, and establish goals for driving growth in the business. The end product is a personalized development plan based on the goals established during the program.

Coaching

At the group process level, ALDP coaches play a typical coaching role as described in the action learning literature. One difference at 3M involves the introduction of one-to-one coaching as well as coaching on team-based work processes. Because our action-learning projects involve real business issues for the company, the stakes are high. The intentionally large size of the teams creates a significant challenge to the participants in terms of how to tackle large-scale problems and ensure that everyone on the team stays focused on an agreed-upon course of action. There are many opportunities to leverage personal strengths, work on LDOs, and practice leadership in a safe environment. Coaches assure the participants that information shared with coaches and within the group is confidential and that no reports to management are made. Although participants initially are skeptical about this, they quickly learn to trust the process.

Most ALDP coaches come from staff functions in the company, primarily Human Resources, and are assigned temporarily to ALDP for 17 days. They must have a background or training in group and individual facilitation. They commit to a pre-program orientation program and to the full 17 days of the program. In addition, they are expected to participate in the 360-degree survey, although only a select number of coaches are certified to interpret the 360-degree surveys for participants. Every effort is made to help coaches be effective in their roles, and effective role models.

Results

ALDP has exceeded constituent expectations. The culture of 3M is evolving, business results are impressive and improving, and people at all levels of the organization seem focused and energized. There are several perspectives from which we can view the impact to date of ALDP.

The Design Team

There have been two surprises to members of the design team. The first relates to how ALDP participants express their competitiveness. It may show up a little in the classroom where some individuals seek to be recognized by asking challenging or intelligent questions, but it has not been apparent in the action learning project teams. Participants seem committed to the ethic of improving themselves and helping their colleagues to improve. Second, the team has been amazed at the level of openness during discussions of personal weaknesses and LDOs in the personal goal groups or even in front of the entire action learning team.

The design team believes there are a number of contributors to these dynamics. First, each participant completes a 360-degree assessment prior to the course, wherein he or she has already defined areas for improvement. No one can say he or she is a superstar with no LDOs. Another factor relates to the candor of our senior executives in their presentations and interactions with the groups. This is a major departure from the days when such talks consisted primarily of rosy platitudes about the business. Finally, the coaches are seen as role models, and help participants understand the value of self-disclosure and non-judgmental listening in the personal goal groups.

Program Participants

Feedback from program participants has been outstanding to date, and is typified by the following participant comment: "This program changed my life by giving me confidence in my leadership decisions and actions." Participants continually reinforce the idea that ALDP contributes to their sense of confidence and to enhanced leadership capabilities that are fueling our renewed vigor as a company. Following a recent delivery of ALDP, one action learning team chose to discuss the impact of the program on their personal professional development by using the 3M leadership attributes as their template:

> Our project results were only ONE of the deliverables we were asked for. The other was what we learned about leadership from each other during the past 17 days. We chose to base our comments on the Leadership Attributes.
>
> ***Charting the Course.*** Creating a clear vision and goal that the whole team could rally around was critical, especially when the time was scarce.
>
> ***Raising the Bar.*** Everyone could make a bold contribution and we had a chance to see the best of the best at each function. We taught and learned from one another. We go home now with new personal experiences and benchmark behaviors from our teammates.
>
> ***Energizing Others.*** The level of commitment and contribution within this group was

unbelievable. We practiced and learned how to energize different team members when we needed it most. Most importantly, we learned we could have fun and still get a great deal accomplished.

Resourcefully Innovate. The theme of accomplishing the objective of our project was, "divide and conquer." We had to split up, come together, teach, learn, and reach a single conclusion—and we did it. As a result, we now have a network of resources and friends that we can use throughout our careers to encourage and challenge us to meet our goals.

Live 3M Values. We learned to trust each other and to respectfully challenge each other's assumptions. It was a continuous test of our leadership skills and our trust propelled us at the end.

Deliver Results. We worked hard, we had fun together, and we got it done. Moreover, we are very proud of the result we created.

But most important of all, the daily focus on the Attributes has helped us internalize what we learned, and we will bring it home to our teams and businesses and teach by example.

The CEO and the Senior Leadership Team

The participants are not the only ones who seem pleased with the outcomes of ALDP. At the conclusion of the most recent session of this program, Jim McNerney commented that "this program gets better and better, session after session. The energy of participants and the caliber of their analysis has totally exceeded my expectations." In 3M's 2002 annual report, Jim further noted in his letter to shareholders, "the Accelerated Leadership Development Program, now in its second year, continues to inspire and energize participants and senior management alike. Its dynamic content and interactive format are energizing leaders from around the world." There are other signs of ALDP's impact. For example, our business leaders are now required to use a tool designed by an action learning team for analyzing each business' movement toward greater market focus. Moreover, we hear nothing but positive comments from our senior leaders regarding the ALDP and receive constant offers from members of that team to contribute in any way possible to the experience.

Beyond Level 1

We recently completed a follow-up study to better understand the value and impact of ALDP in relation to leadership effectiveness, business effectiveness, team effectiveness, and the ability to implement and drive change. We also hoped to learn if participants felt more effective back on the job as a result of this program. A representative sample of 25 percent of the participants from each of the first four ALDP sessions were surveyed using email and interview techniques.

Results from the respondents were gratifying. Of those who responded to the survey, 100 percent reported networking as a particularly rewarding aspect of the experience, 100 percent reported they had shared learnings with team members, 100 percent reported an enhanced ability to work across internal boundaries, 100 percent reported an enhanced ability to lead, 97 percent reported an enhanced ability to think strategically, 93 percent reported an enhanced ability to manage change, 92 percent reported an enhanced ability to collaborate with colleagues. These data suggest that we are tracking well with program objectives and desired outcomes.

We acknowledge the issues with this type of follow-up, including the halo effect related to Jim McNerney's endorsement of the program, the reliance on self-reported perceptions of improved performance, and the fact that we were not measuring against a base line. Nonetheless, the survey, coupled with the additional assessment data described here, further reinforces our view that ALDP has created tremendous positive momentum for 3M as we move forward on our new strategic imperatives and continue the drive for positive change in our culture.

Conclusion

We have all learned a great deal from our work with ALDP, and the results have been gratifying. Perhaps most importantly, we have all learned one critical lesson from our experiences to date: A CEO with a clear vision, demanding expectations for accelerating the development of leaders, and a willingness to champion efforts to this end, coupled with a focused team of professionals determined to execute on this leadership development agenda, can have a huge impact on a large organization in a short time. Jim McNerney best summarized our progress to date in 3M's

2002 annual report: "To energize and sustain growth, we need energized leadership, and leadership development remains at the top of the 3M agenda. We're making real progress toward our goal of developing the best generation of leaders in 3M's 100-year history."

Endnotes

The processes and programs described result from the combined efforts of an outstanding group of professionals who serve as an exemplar of precision teamwork. In addition to the authors, that team includes 3M employees Felipe Lara-Angeli, A.J. Josefowitz, Patricia L. McPhee, Gerhard Mrak, John T. Nesheim, Dennis L. Nowlin, Carl S. Roetter, and Roxane L. Webb.

Biographical Sketches

Margaret E. Alldredge *is Staff Vice President, Leadership Development and Learning, for 3M in St. Paul, Minnesota. Over her 25 year career with Human Resources at 3M, she has held leadership roles in development, succession planning, international HR (U.S. and Europe), and in the generalist function. She is a past board member of the Human Resource Planning Society (HRPS). Currently she serves on the Board of Advisors of Executive Education at the Carlson School of Management at the University of Minnesota and on the Board of the Ordway Center for the Performing Arts.*

Cindy Johnson *is manager of 3M's Leadership Development Institute in St. Paul, Minnesota. She is responsible for managing the Accelerated Leadership Development Program, the Executive Leadership Programs, and the Leadership Development Institute. Cindy joined 3M in 1973 and has spent her entire professional career with the company. Her experience covers a broad spectrum of involvement. She has been responsible for the creation, development, and management of many individual contributor, supervisory, management, and executive skill-building and personal development programs. Currently she serves on the Conference Board Council on Executive Development.*

Jack Stoltzfus, *Ph.D., L.P., is Manager of Talent Development at 3M's Leadership Development Institute, where he provides program development, training, and coaching services to participants in 3M's Accelerated Leadership Development Program. During Jack's 18 years with 3M, he also worked in the Total Compensation and Benefits Department developing a health and productivity initiative, and spent 11 years as manager of 3M's Employee Assistance Program. Before joining 3M in 1984, Jack worked in the mental health and drug and alcohol treatment fields as an educator, clinician, and consultant. Jack has a Masters and Ph.D. in counseling psychology from the University of St. Thomas and University of Wisconsin, respectively. He is a licensed psychologist and a licensed drug and alcohol counselor in the State of Minnesota.*

Albert A. Vicere, *Ph.D., is Executive Education Professor of Strategic Leadership at Penn State's Smeal College of Business and president of Vicere Associates Inc., a consulting firm whose clients span the globe. He is a recipient of the Smeal College's MBA Excellence in Teaching Award, the Institute for Management Studies' Distinguished Faculty Award, and two Literati Clubs Awards for Excellence in writing and research. He was awarded HRPS' 2003 Walker Prize for his article, "Leadership in the Networked Economy." Al is the author of several books and more than 80 articles focused on leadership development and organizational effectiveness. His latest books include* Leadership by Design *(Harvard Business School Press, 1998) and* The Many Facets of Leadership *(FT Prentice-Hall, 2003).*