Know, See, Plan, Do - A Model for Leadership Learning

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Leader Development

“a validated framework and theory for leader development does not fully exist…”
Avolio & Hannah

“One of the hallmarks of science is an emphasis on theory testing. This is a problem, however, if there are no theories of leader development to test.”
Day, Harrison & Halpin

Influence
30/70
Positional & Non-Positional
Position vs. Doing Leadership
A Core Function of Leadership

Developing Others/Building Human Capacity

Leadership Learning

• Leadership Education
  — Cognitive Learning Models, New Knowledge
• Leadership Training
  — Behavioral Learning Models, New Skills
• Leadership Development
  — Humanistic Learning Models, Self-Actualization
• Leadership Experience
  — Experiential Learning Models, New Experiences

How Does This Apply To You?

Supervisor?
Organization Adv
Leader?
One Domain: Expertise

“Experts Are Always Made, Not Born.”
- Ericsson, Prietula, & Cokely

Thoughts on Expertise

Know More About the Domain (But Not Others)
Quickly see patterns and chunks of information/Automaticity
Formulate better plans (more time defining the problem)
Intervene skillfully more often
Superior self-monitoring skills

Deliberate Practice

Working on skills outside of current ability level
Real time coaching/feedback
Repetition
Time – 10 years/10,000 hours

A final chronic problem with teaching and training about leadership is that there's doing it, and then there's talking about it. No amount of talking about it seems to result in people becoming better at doing it.

- Peter Vaill
A Model of Learning

Curriculum Design

Supervision

Advising

Know, See, Plan Do

KNOW

Pacesetting
Affiliative
Authoritative
Coaching
Coercive
Democratic
Determine Roles (Leader, Timekeeper, Recorder)

Define the Problem

Determine Alternative Solutions

Discuss/Evaluate and Select an Alternative

Do – Implement/Follow Up on the Solution

Conceptual Blocks

Legitimacy
Expertise
Effort
Personal Charisma

SEE
Plan/Do

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