



First 100 days: CEO onboarding in sport and recreation organisations

Report to Sport New Zealand:

Exploring the expectations, needs, and experiences of the first 100 days of CE tenure within sport and recreation organisations

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Executive Summary

Sport New Zealand (SNZ) understands the central role a Chief Executive (CE) plays in the ongoing success of sport and recreation sector organisations. It has therefore developed a framework and range of tools to provide guidance and support for the CE role in multiple areas. Onboarding, or the first 100 days of the life of a CE, has been identified as a critically important moment in time that has significant impact on an organisation. However, there is wide recognition that there is little captured knowledge available about this period.

This research project was designed to help SNZ, its partner organisations, and other key stakeholders better understand the onboarding process. Specifically, the aim was ***to explore the expectations, needs, and experiences of the first 100 days of CE tenure within sport and recreation organisations.*** The report provides guidance for the development of an onboarding framework and makes key recommendations primarily for SNZ, as well as chairpersons and boards of sport and recreation organisations, to address what can be done to maximise a longer journey of leadership success.

A total of 24, six female and 18 male, CEs from a range of sport and recreation sector organisations across New Zealand participated out of the 26 invited. Participants came from diverse backgrounds from within sport and recreation, the commercial sector and other not-for-profit entities. For some, this was their first CE role while others have had multiple senior management roles. Participants within this project had been in their role from three months to a maximum of five years. A literature search was also undertaken which highlighted the dearth of focus on this topic within the sector, but provided insights from non-sector settings. Individual in-depth interviews were conducted, and a breadth of rich insightful data was collected, allowing for key themes to develop. These themes were integrated with existing literature about the onboarding process. The key message that came through was that ***the onboarding process needs focused attention.*** There was no 'one solution fits all', and therefore, a framework of adaptable resources needs to be developed.

This report has captured the key themes in three periods: planning the onboarding process; completing the selection process and preparing for day one; and the first three months of the role. For simplicity, we labelled these three periods – ***Plan, Prepare and Perform.***

Conclusions

Most participants viewed the start of their first 100 days, from the time they found out about the role and moved through the recruitment process. However, evidence from existing studies establishes that the process begins when the existing CE hands in their resignation, as follows:

Plan – the board needs to update the strategy/strategic plans and identify the type of leader needed before the recruitment process begins. The board also needs to be able to fully disclose the current state of the organisation and what is expected from the role.

Prepare – communication with all candidates in the sourcing and selection process is critical as this creates a first impression of the organisation. The new sourcing and selection framework introduced recently by SNZ received very positive endorsement from the majority of those interviewed. The recruitment process often ran for too long over several weeks/months and without sufficient communication from the board, chair, and/or recruitment agency. This meant it took executives longer to become fully immersed and integrated into the business and organisational culture. CE's believed that they would have been better able to hit the ground running on day one if they had had a thorough induction into the organisation over this period.

Perform – the majority of executives interviewed walked into their new role on day one with no formal induction, background information, and/or welcome. They often had to meet staff on their own, find their desk and work out how to access computer files.

It was revealed that the position of CE is isolated and can be lonely, they require support from a number of key people including the board of directors, the chair, SNZ point of contact (Partnership Managers – PMs), and other CEs from both within the sector and externally.

Key Recommendations:

This research affirms that **the onboarding process needs focused attention** within the context of New Zealand sport and recreation organisations. The following summary actions are recommended:

1. Develop an onboarding framework and associated resources that can be used by a board to help them navigate the onboarding process as effectively as possible;
2. Continue and enhance the SNZ sourcing and selection framework;
3. Ensure SNZ Partnership Managers are able to provide proactive support to new CEs; and
4. Develop a New Zealand wide mentoring programme.

Background and Use of Existing Studies

The critical nature of the first 100-day period for new CEs within corporate organisations is well understood and there are many prescriptions available which claim to maximise success (Bauer, 2010; Dai, De Meuse & Gaeddert, 2011). Sport leadership and management researchers, however, claim important nuances within the sport and recreation sector pointing toward the need for context specific knowledge in this area (Ferkins & Shilbury, 2012). A recent review of scholarly leadership studies over a 40-year period in sport management revealed that there are many facets of leadership experiences within sport that are, as of yet, not fully understood (Welty Peachy, Damon, Zhou & Burton, 2015). Little such knowledge is available about the CE onboarding experience within sport and recreation organisations, including national sport organisations (NSOs), national recreation organisations (NROs), regional sport trusts (RSTs), and more.

The New Zealand sport and recreation sector is considerably larger and more complex than it was 10 years ago (Sport New Zealand, 2017a). Such growth increases the need for administrative and business practices. While there is an increasing number of positions within the sport and recreation sector that are paid, the sector also heavily relies on volunteers (Ferkins & Shilbury, 2012). Further, unlike most other sectors, almost all sport and recreation organisations are largely governed by volunteer directors. It is perhaps the volunteer and mission driven nature of the sector which puts the spotlight on relationships (Welty Peachy et al., 2015). Building relationships with others is an important motivator for volunteer contribution (Wells & Welty Peachy, 2016), and can be a critical factor in the longevity of sector organisations. This is particularly in terms of relationships with funders, investors, and other stakeholders in building and sustaining the mission of not-for-profit sport and recreation organisations (Schneider, 2013).

The present research project has been designed to help SNZ better understand relational elements in the context of expectations, needs and experiences of the first 100 days of CE tenure within sport and recreation organisations in order to scope the development of an onboarding framework. The research project aims to fill a gap in captured knowledge and generate insights and recommendations for sector organisation CE onboarding. Specifically, these new insights will address what can be done to maximise the success and sustainability of these critical leadership contributions.

While the first 100 days of a new appointment potentially begins prior to the interview process (Dai et al., 2011), for the CE at the time of appointment, it is marked by the development of practical insights, new contacts, isolation, and an increased workload (Sarros & Sarros, 2007). Early research

states that “the arrival of a new CE creates a short but critical period when the status quo can be shaken up and changed” (Kippenberger, 1997, p. 16). It has been suggested that the first 100 days set the tone for the whole life cycle of every leadership appointment; providing a benchmark for the newly appointed CE’s remaining tenure (Berns & Klarner, 2007). However, the majority of organisations have yet to learn how to address the first 100 day-period fully, or even to understand the importance of this period (Berns & Klarner, 2007; O’Keeffe, 2012). This is particularly the case for sport and recreation organisations. Therefore, it follows that the experiences from the start are fundamental to maximising a longer journey of leadership success.

It is commonly understood that the faster new hires feel welcome and prepared for their new role, the faster they will be able to contribute to the strategic direction of the organisation (Bauer, 2010). As a result, CEs are expected to get up to speed quickly due to their highly visible and influential leadership positions (Bauer, 2010). However, while it is expected that CEs are ‘in control’ within the first 100 days of their appointment, it often takes them a year to fully understand the organisation and ‘settle in’ (Gray, 2015). A recent study by Byford, Watkins and Triantogiannis (2017) surveyed 600 newly appointed CEs. The study found 60 percent of CEs reported that it took six months or longer to have a full impact in their new leadership positions, while close to 20 percent reported that it took more than nine months. This is also the time it takes for an organisation’s other senior executives to ‘settle in’ to productive workflow after the appointment of a new CE (Kilmister & Nahkies, 2000). However, it is suggested that if newly appointed CEs are well-integrated into the organisation’s culture, they can hit the ground running early on in their appointment rather than struggle up learning curves (Byford et al., 2017).

Critical Role of the CE

While the term ‘executive onboarding’ is relatively new, it has been used over the past 10-15 years to help integrate new executives into their new organisation (Dai et al., 2011). As it is typically implemented, onboarding experiences in many organisations are purely extensions of new employee orientation and socialisation practices, with little emphasis given to the critical nature of CEs and the strategic focus of their roles. It has therefore been identified that the onboarding process of new CEs should differ to that of traditional onboarding, so that it not only prevents executive derailment but increases contributions to maximise strategic performance (Bauer, 2010; Conger & Fishel, 2007; Dai et al., 2011). CEs are often introduced to help with initiatives that may require changing the status quo rather than fitting into it. Further, CEs have more stakeholders who are not normally included in traditional onboarding processes, for example the board of directors (Bauer, 2010, Dai et al., 2011).

This existing evidence shows that executive onboarding needs to be approached differently to that of traditional onboarding practices, and, tailored to the specific needs of the organisation and the newly appointed CE; executives are likely to derail if these differences are not addressed.

The recruitment of a new CE needs to be carefully carried out and managed by the board of directors with much deliberation. SNZ's 'Nine Steps to Effective Governance', states that the board of directors and new CE should have a close working relationship to ensure governance success (Sport New Zealand, 2017a); the failure to do so could result in both parties suffering. It is recommended that the board of directors provide strategic leadership to the CE, for example a statement of strategic direction or strategic plan to make clear what is to be achieved. CEs may also benefit from a close working relationship with the chairperson. It is important to note however, that this relationship need not be at the expense of the CE's relationships with the remaining board members. The purpose of the chair-CE relationship is to share perspectives and discuss issues that may arise over the CE's appointment (Sport New Zealand, 2017b). Therefore, it is common practice for there to be a special working relationship between the chair and CE. However, while some would argue that such a relationship could lead to the chair interfering with the new CE (Kilmister & Nahkies, 2000), a more contemporary view is that the chair can offer counsel or mentor the executive, in the best interests of not only the CE, but the board and organisation (Sport New Zealand, 2017b).

It is clear from previous studies and reported experiences that the onboarding process plays a critical role in the development of CE leadership. Conger and Nadler (2004) suggest that one contributor to early derailment is often the succession process. It is argued that when individuals are recruited into executive leadership roles, they face three common problems (Conger & Fishel, 2007):

- 1) within a short period of time, they must gain control over a complex role;
- 2) they have little (or in some cases no) 'honeymoon' and are expected to already have the capability to lead the organisation as many executives have previous experience in senior management roles; and
- 3) the pressure of their complex role, combined with a lack of support, can result in the derailment of the newly appointed leader.

Further, CE derailment can be caused by the failure to establish key networks and build strong internal and external relationships (Dai & De Meuse, 2007). Management literature has established the importance of developing relationships and receiving senior executive support for CE success. The establishment of strong relationships is likely to help new CEs manage their transition, learn 'insider'

information, and overcome obstacles in the early stages of their tenure (Bauer et al., 2006). A study conducted by Gray (2015) found that several CEs reported support within the organisation in the form of a board director or chairperson. While others found external support in a mentor or coach. Findings from the study concluded that CE respondents who did not receive support struggled with their transition into their role and the demands and/or responsibility as CE. As a result, new leaders are often expected to 'sink or swim.' Such insights provide a platform of understanding from which to build new knowledge about sector-specific experiences of CE onboarding. The present study detailed below reports on first hand insights from key informants within the New Zealand sport and recreation sector which are later integrated into recommendations and conclusions to develop practice.

Research Approach

Grounded in the interpretative-constructivist research paradigm (qualitative method), this research unearthed deeper insights on a specific topic (beyond questionnaires, surveys or other forms of numeric-based research not known to capture such depth) (Denzin & Lincoln, 2011). Interviews were therefore conducted to explore the expectations, needs and experiences of the first 100 days of CEOs in sport and recreation organisations. These interviews allowed for us to build rapport with the participants so that we could hear their stories and they could share personal anecdotes. It is important to note that insights derived from a qualitative research approach are not deemed as generalisable compared with survey research, but rather they seek to develop understanding and, in doing so, co-construct new knowledge. This co-construction is based on the interpretations of the participants and the researchers, combined with insights from existing studies. Therefore the emphasis is on offering insight for learning which may vary across different contexts and organisation cultures, rather than prescribing 'should dos' for practice irrespective of context.

A total of 26 executives from sector organisations in New Zealand were purposely invited to take part in the research based on their leadership positions and ability to speak for themselves and others by sharing their experiences, expectations, and needs of the first 100 days. Many of these CEOs had been in their role for several years (a maximum of five), with the exception of a small number of newly hired CEOs, of whom had just reached the 100-day period. A total of 24 CEOs took part in the research, six female and 18 male executives, from a range of sport and recreation organisations. These participants come from diverse backgrounds, with several of the executives coming from outside the sector in commercial and government sectors. A large proportion of the participants had previous experience in senior management roles, including a number of individuals with sport backgrounds who had experienced CEO roles within sport and recreation organisations different to their current positions.

Most interviews were face-to-face lasting 60-90 minutes and highly conversational in nature, while three interviews were conducted via phone/Skype. Through the open-ended questions discussed in the interviews, participants had the opportunity to not only talk about their current experiences but also go back into their past work experiences. This rich data has been included in this project, regardless of whether it was from the sport and recreation sector, the business world or other avenues. In order to summarise the interview findings, key themes were derived and categorised into sub-themes. In the findings, we have sought to differentiate when participants' voices are being represented and when we offer our own interpretations.

[Note: Ethics was sought and approved from Auckland University of Technology – all research participants signed a consent form.]

Findings and Interpretations

Little knowledge is available about the CE onboarding experience within sport and recreation organisations. A large proportion of interviewees in this project affirmed that this gap in knowledge is an ‘issue’ that needs addressing in order to maximise the success and sustainability of not just their own, but future CE leadership contributions. The intimate nature of the interviews – a conversation versus just a number of questions – meant that interviewees could talk in-depth, sharing their expectations, needs and experiences. While there were set areas that were discussed, the initial question set the scene for the conversation: *“Tell me about your journey that led you into the role”*.

From the stories we were hearing, we found that the 100-day onboarding experience could be broken down into three periods; the recruitment process, the time between being confirmed into the job and starting the role, and the first three months of the role. For simplicity, we have labelled these periods – *Plan, Prepare and Perform*.

Plan, Prepare and Perform

It emerged from the interviews that the vast majority of CEs identified the recruitment process as the start of their onboarding experience. However, as per insights from previous studies, for those handling the recruitment process following the loss of a CE, it begins as early as when the existing CE hands in their resignation (Dai et al., 2011). Therefore, these key parties need to *Plan* ahead and have the correct process and/or protocols in place.

These key parties, along with the incoming CE, also need to *Prepare* for day one and implement the processes and/or protocols developed for such an event. For example, if the board of directors sets up an informal meeting between the new CE and all board members, as well as between the new CE and key staff members, this can set the groundwork for understanding the cultural nuances of their new organisation (Byford et al., 2017). This preparation can also provide the CE with sufficient information to bring them up to speed with the organisation, its operating environment and its people (Dai et al., 2011).

Such actions will potentially ensure the new CE is well positioned to *Perform* on day one. These key parties also need to continue providing ongoing support to the CE as it will maximise a longer journey of leadership success.

1 Plan

1.1 Risk Mitigation

The majority of those interviewed who came from previous CE roles highlighted that in their previous organisation there was no board plan in place for when the CE resigned. A small number of participants negotiated a long transition period with the board in their last role to help in the selection and development of their successor.

Those participants who experienced an extended transition, felt that this was a valuable exercise but acknowledged that it may not be possible in many situations. Dai et al. (2011) advocate for a strategic approach to CE transition, but also point out the issue of addressing 'position imprint' of the predecessor when onboarding external executives. However, they do emphasise the need to provide 'outside' hires with 'inside' views. Such insights along with interviewee perspectives from the present study are considered a vital part of the development of an onboarding framework within the *Plan* phase.

1.2 The Exit Interview

Of those who came from an existing CE role, a significant number of participants felt that their previous organisation would have benefited from some form of exit interview so that their views could be included in the considerations regarding a new appointment. One participant commented, *"I think it would be very valuable, yeah, absolutely; and it is almost like a formal download of information,"* and another stated, *"It's a critical piece that's required in my view. I understand that doesn't happen; largely it doesn't happen. And, that is a real concern."*

Several participants also highlighted that they learnt, after being appointed, that the CE they were replacing had significant views and information that was not obtained through an exit interview. This information would have benefited the board in their planning and recruitment and would have also helped the CE candidate when considering the role. All who spoke of this stated that these interviews would be more open and honest if conducted by an independent provider outside of the board: *"Sport New Zealand should have a mediator for that; not necessarily doing it but facilitating it; at the organisation's expense, because I think there's good value for the organisation in that."* As with 'Risk Mitigation' while occurring prior to the new CE commencing, we consider this a vital part of the development of an onboarding framework and therefore has been included in the *Plan* phase.

1.3 Board Planning

Participants identified the importance of board planning, particularly as the board look to replace the CE. However, the majority of participants felt that on reflection, little planning had been done, thereby limiting the new CE's opportunity to be successful. Participants also identified that the board needs to update the organisation's strategic and operation plans, as much as possible, before they start the recruitment process. A number of participants commented on how 'empty' the strategic plans were: *"I got the impression that it was one of those strategic plans that got written because everyone said it was good idea; we need to have it...There was no operational plan that sat underneath it,"*. Another commented, *"One of the problems XXX has, that I learnt quickly in the first several months, there had been a lot of misalignment"*.

Several participants mentioned SNZ's 'Nine Steps to Effective Governance' as a tool the board should use to assist in their planning. Interestingly, in almost all cases when the question of planning was raised, the vast majority of participants commented that their board needed to do more within this area to help the CE in their first 100 days. Several participants acknowledged that their board's strategic plans were excellent, while others said that they accepted their organisation's plans were incomplete as this was due to the organisation's current situation. Participants also noted that during the selection process, a number of boards were open in explaining that their plans were not robust and that they were looking to the new CE to provide some assistance in this area.

In addition to this, a number of participants explained that the role was not what was initially offered and that the board were not clear with what they expected from the role. Further discussion identified that the new CE's believed that this problem related back to a lack of planning and preparation by the board. It was also identified that the board needs to fully disclose the current state of the organisation as several CEs came across surprises that were not revealed when they applied for the role. It was discussed that a number of these circumstances resulted from the board being partially unaware of *"how bad things were"*.

A common concern expressed by participants was that the board needed to understand the type of person they wanted for the role before interviewing potential candidates. A number of CEs stated that the board changed their mind (or flip flopped) on the role and/or the type of person they were looking for throughout the process, right up to the last few days: *"We can all change our minds, but if you advertise a role for 'City A' and then you mess me around for a month and then offer it but actually it will be in 'City B'. Well how does that work?"*

2 Prepare

2.1 Sourcing and Selection

When discussing their appointment, a number of participants identified the recruitment process as the start of their onboarding experience. Participants shared mixed opinions towards their appointment with some commenting that the selection process ran over several months and without sufficient communication from the board of directors, chairperson and/or recruitment agency. Communication with all candidates in the sourcing and selection process is critical as this creates a first impression of the organisation not just for the successful candidate, but also those not successful (Berns & Klarner, 2007). The sector is small in New Zealand, and therefore, a sector organisation's reputation can potentially be enhanced or destroyed by the quality of communications with key influencers such as prospective CEOs. When discussing his selection process, one informant acknowledged that the board of directors were volunteers and need assistance throughout such time: *"If you think about it from a volunteer perspective they need somebody in a paid role with some HR experience to help them run the process"*.

It is important to note however that in contrast, the vast majority of those appointed using the new SNZ 'sourcing and selection' protocols commented that they found the selection process very professional with clear communication and processes.

It was also identified that the number and presence of the board of directors and other key stakeholders involved in the selection process was irregular across sport and recreation organisations and ranged from two to seven in the initial interviews. After further discussion with participants, the majority identified that the recommended number of board members was three.

Interviewees also shared their experiences with psychometric testing, and interviews linked to this undertaken throughout the selection process. A number of participants commented that the testing was not only difficult but added additional stress to their selection: *"The thing that stressed me out the most was the psychometric testing; that was pretty full on"*. Participants explained that the purpose of the psychometric testing was not clarified and questioned as to how it assessed their capability of getting the job done: *"I kind of feel like at my age that that shouldn't have been a measure of whether I was a good candidate or not ... I didn't feel like as a CEO, that had much relevance"*. Several participants also mentioned that they had not seen their results although this was promised: *"XXX said to me, have you seen the report? I said, No, I've seen nothing ... I've only just gone back to*

XXX now, so I've just got to wait". There were those, however, who were briefed on the purpose of the psychometric testing and found the results useful for personal development. These participants were invited for a follow-up interview to discuss their results and set up a plan for development moving forward in the role.

2.2 Induction Prior to Start

It emerged from the interviews that the time between being confirmed into the job and their first day was critically important. For those who had a comprehensive induction, prior to starting their role, their ability to hit the ground running was dramatically increased. However, the majority of the participants had little or no induction into their new organisation:

It was pretty ad hoc, in terms of they just left me to it, and then it was essentially firefighting as we went through the different issues that we found ... If there was a bit more structure to how that would work ... that would have helped a little bit more, because there would have been sort of stepping stones to building into the job; set times to work through different things.

As a result, it took these CEs longer to become fully immersed and integrated into the business and its organisational culture. Bauer (2010) points out the significance of understanding both formal and informal onboarding processes including both the social/relational and performance/procedural aspects of the new role. Potentially, induction prior to start which involves spending time on documents can create time and space for relationships and informal induction once started.

2.3 Providing Information

Several participants discussed the importance of being provided with information prior to starting their role. These participants stated that the board and/or chair provided them with information and documentation, such as the organisation's strategic plan, that enabled them to prepare for day one: *"In the interim of that period of me getting the job and starting, they shared a lot of information and documentation around who the organisation was; what it does...Which was good, really useful."*

There were a number of participants, however, who were not provided with sufficient information and had to bring themselves up to speed during the initial days of starting their role. One participant discussed her experience and stated that without sufficient information, *"Honestly, you flounder around in the beginning"*.

Interestingly, participants were of mixed opinions when asked whether or not they would have liked to meet with the incumbent CE. A small number of participants stated that they preferred the

incumbent was 'kept right out of it.' In contrast, the vast majority of participants agreed that meeting the incumbent would have been helpful to have a rundown on information prior to day one. Few CEs were fortunate enough to meet with the incumbent for several hours, as one participant explained:

I had four half-day sessions with XXX, the incumbent ... I met him first but then had four probably two-hour meetings, which was really good and that made a huge difference ... We went through everything about individual sports, the running of the organisation and some of the politics behind it.

For one CE, a lack of information about a long-standing issue that lasted throughout the first six months of his tenure caused a major challenge. He claimed sufficient information was not provided, and that he was not made aware of such issues prior to starting his role. Further discussion with the participant indicated that if he had been better briefed, he would have been able to better prepare for the situation:

I didn't realise I walked into XXX with XXX, which I wasn't aware of; which was unprecedented and cost us XXX ... If I had been better briefed I may have been able to push and compromise a bit better.

From these discussions, it was apparent that without sufficient information, CEs are unable to hit the ground running on day one.

2.4 Staff Introductions Before Day 1

A number of participants had met staff members before their first day, all of whom said it was invaluable: *"I met the staff briefly ... I got to understand more about the workings of the organisation and the key staff involved"*. Several of the CEs who were not given the opportunity to meet staff members wished they had as they recalled having no internal support on their first day and commented that it made those initial first days that much more difficult. One participant suggested that, *"Even just sitting down with people for half an hour – you're not walking in completely, to these blank new faces"*. These particular participants not only had to acquaint themselves with the organisation and its operating environment, but its people also and culture. Insights from the work of Byford et al. (2017) emphasise the critical nature of understanding the values, norms, and guiding assumptions that are at play within the organisation's culture. They explain that missing cues early on can have a negative impact on how others perceive a new CE's intentions and capabilities.

3 Perform

3.1 On the Job Induction

When asked, a number of CEs had similar responses to whether or not there was a formal induction on their first day. One participant stated, “No, nothing, it was here’s the desk; here’s your computer login,” and another commented:

There was no real formal sort of induction; day one, we all sit down with the interim CEO, for two hours, and the board chair, for three hours, and go through big projects, and that sort of thing. It’s just arrive, turn on your computer, and you’re expected to start working.

From these discussions, it became evident that a number of sport and recreation organisations do not have a formal induction programme in place for day one and beyond. As a result, CEs are often left to fend for themselves. A number of participants discussed this as a matter for the board and proposed that the board have an HR director to handle this topical issue. Instead of a formal induction, the vast majority of participants filled their initial days reading through documents that had been left behind from the previous CE, and through documents on the computer and hard drives. In addition to this, one CE reported that he sorted through emails and gauged the mood of the organisation through the emails that were flooding into his inbox:

I think those emails coming in; generally, that’s a good way of gauging the mood of the organisation ... Often you’re straight into finding files; this person said this was a disaster. So, I need to go and talk about how this happened ... It was pretty much getting what was in front of you, and listening to the rest of the staff, and starting to build plans from there.

Conger and Fishel (2007) provide clarity on the purpose of induction at commencement. They explain that the new CE’s initial few weeks in the role are critical ones, and in the first 100 days, the CE needs to be focused on building key relationships, learning the key elements of the business, coming to understand its culture, and establishing their leadership.

Another issue appeared to be clarity of expectation. One CE, who had been in the role for less than five months, commented that there had been no conversation around a set of KPI’s and that there was no measurement of performance thus far into their role. Further discussion with another CE emphasised the need for setting up initial KPI’s and having some measurement around the 100-day period. This idea was well-received by the vast majority of CEs: “*That probably would have been really helpful ... I mean I don’t really know what I’m getting measured against ... are the board happy with me?*”

In addition to this, participants discussed the need for more feedback and a clearer idea of what the board expects for them within the first three months of their role: *“A clearer plan around the first three months and the expectations and understanding the requirements of the board and what success looks like”*. Further, these CEs want to know what they are being measured on and how they can know when (and if) they are being successful. From the interviews, it was apparent that all 24 CEs want to do the best job they possibly can and that they did not necessarily have clarity on their key performance indicators.

3.2 Key Relationships for Onboarding

As the stories unfolded, it became evident that the position of CE is isolated and can be lonely. In order for CEs to manage their transition and overcome difficulties that arise within the initial weeks of their tenure, they require support from a number of key internal and external (stakeholder) relationships. From these discussions, it was identified that these key relationships, specifically for onboarding, came in the form of the board of directors, the chairperson, SNZ point of contact (PMs), and other CEs from both within and outside the sector.

The Board of Directors

There were those who had very good working relationships with their chair and board from the day of their appointment and this helped significantly:

My survival was our chair, who was excellent, phenomenal and supportive. The amount of time and energy she spent with me to try and work through all those issues ... The board were incredibly supportive and helpful, they did everything they could; that was a real benefit.

However, a large proportion of the participants identified that there was little contact between the time of their interview and their first board meeting. For a number of participants, this period spanned several weeks/months after their first day. Interviewees discussed the importance of meeting the board and having increased levels of communication between the two parties:

I think there needs to be a lot more contact between the board and the CEO ... If a new CEO's coming in, in that first 100 days, and there's not a lot of understanding about what the strategy is, or how the organisation got to the point of developing and agreeing to that strategy, then it's going to be bloody hard for the CEO to implement it.

Many participants explained that they knew the support was always there if they asked for it but acknowledged that for less experienced CEs, their role would be increasingly difficult without upfront support. Conger and Fishel (2007) consider that new CE's face three dilemmas: first, within a short time period, CEs are expected to gain mastery over a highly complex and often demanding role.

Second, often there are high expectations that the CE already has the capability to perform and lead in the new organisation (i.e., little ‘honeymoon’ time is offered). As a consequence, developmental feedback and interventions are not commonly offered. The authors conclude that complex role demands coupled with a lack of developmental support can produce a ‘perfect storm’ — the failure of the new CE.

Sport New Zealand

One participant with extensive experience within the sector commented that there needs to be continued focus on bringing the sector together as a whole, and also in targeted ways, to provide CEs with support that is relevant. He stated that, *“Sport New Zealand can play a really unique role in utilising their people to support and help organisations”*. The vast majority of participants acknowledged the support they receive from their SNZ PM. However, these participants also acknowledged that the quality of this support could be improved, with one participant arguing, *“Some are more engaged than others”*. Further discussion with the participants uncovered that PMs need to support newly appointed CEs from day one and not take a ‘backseat’ approach. Participants recommended that PMs need to spend more time with the new CE, particularly within the first 100-day period, and guide them through the sport and recreation landscape; especially those who come from outside the sector:

Being introduced to a partnership manager is one thing; but, being guided through what is, not a difficult landscape, but a specific landscape ... I think the sports industry is an interesting and challenging industry and you need to be guided through that.

Interviewees also discussed the importance of being paired with the right match, stating that previous PMs have been biased towards tier one high performance sports. A newly appointed CE, however, found his PM to be of great help and recognised the importance of having the right person as PM: *“The Partnership Manager ... I will say, he’s been great, and I think that structure works well – probably if you get the right people in – and he has helped fill in some of that gap in recent months”*.

Mentors

Interestingly, when asked, all participants held positive perceptions of mentors and/or being a mentee to a newly appointed CE. This involved having the opportunity to bounce ideas off someone and act as a sounding board. One participant with several years of executive experience commented: *“I’d love to offer my time and experiences to people because I think I’ve got a lot to offer in situations and various instances and things that we’ve done, and lessons we’ve learnt”*. However, participants were also mindful of the time and obligation attached to such relationship:

We all know having a mentor is hugely valuable. The challenge that I have, and I've always had, is that I never know who to ask. You don't know who is available. People that I think are amazing are incredibly busy and so are they going to have the time? Will they feel obligated?

Networking

An area that was raised by many was the opportunity to network with other CEs in a range of different situations. There were a number of participants who shared a work area in the form of a hub. All felt this was very valuable at a number of levels, with the main benefit being the opportunity to talk with other CE's and staff in an informal environment: *"You can learn a lot from all sorts of people and sharing those CEO experiences with other CEOs of NSOs, I think it's quite important to have the opportunity to meet with other CEOs of NSOs that are similar"*.

Some were also part of popular regional networks, again proving very valuable. There was also considerable discussion around some broader networking opportunities similar to those SNZ had run in the past and that have been informally recreated by a small group of passionate CEs:

I've gone out and formed my own network of NSOs ... There's groups of NSOs that get together, and I actually started that up years ago ... So, we started up the NSO network and its sort of been going I think a bit more casually.

The general consensus was that more formal networking events, likely supported/funded by SNZ, would be valuable as long as they were designed to meet the needs of all attendees.

In a study of CEO transitions, Gray (2015) found that most of the CEO respondents had greatly benefited from the support of third parties with whom they could have private conversations with. This helped the new CE work through the organisation strategy, leadership issues, as well as balancing life-work time. Similarly, Gilmore and Turner (2010) strongly advocate for onboarding to include coaching and mentoring, as well as support from search consultants.

Conclusions

The following conclusions are a combination of insights from previous studies, in-depth interviews with both experienced and newly appointed CEs, and the interpretations and experiences of the researchers. The outcomes offer new insights in an area of sector leadership that is not yet fully understood. This construction and capturing of new knowledge can be utilised by SNZ and boards for the development of an onboarding framework.

A significant benefit of this research, as identified by a number of participants, has been the unique opportunity given to them as being one of 24 sector leaders to reflect on their onboarding experience. Many felt that this exercise will enhance their understanding of their onboarding process so that they can be more effective when they are making future appointments as a CE or on boards. It is believed that special consideration of these conclusions, and the implementation of the following recommendations, will significantly benefit both the CE and the organisation they have started working with.

1 Plan

Getting the first 100 days right from the start of a new appointment is critical to the CE's ability to be successful in the early stages of their tenure. All participants noted that for them, the better the process, the more prepared they were and the more successful they would be; not only in their first few months but beyond.

The majority of participants noted that there needed to be more planning around succession. Participants noted that this issue falls on the board who are responsible for the recruitment of a successor. It is believed that a nationwide succession planning programme would not only benefit the board, but the newly appointed successor as it would provide them with an increased opportunity of success. If the board of directors can get it right from the very earliest stage of the onboarding process, the likelihood of success and a strong relationship with their new CE is greatly enhanced. The board has to be involved in the first 100 days and must understand that this involvement will be different in every case – there is no one solution.

The board's role does not stop at the time of a new CE's appointment: *"It was like the board said – 'phew now that XXX has been appointed we can leave it to them', this should not happen this way"*. SNZ has a range of tools and processes that are currently available to boards that have made successful

onboarding more likely. For example, the new 'sourcing and selection' protocols and their 'Nine Steps to Effective Governance' resource. However, a nationwide succession planning programme would enhance boards' understanding of succession and prepare them for the onboarding process.

2 Prepare

From our in-depth discussions with participants, it was noted that for many of those interviewed, much of their onboarding process was either good or very good. In all cases, however, there were suggestions for improvements. Communication was the one area highlighted by all candidates in the sourcing and selection process as being critical. This creates a first impression of the organisation not just for the successful candidate but also those not successful. The sector is small in New Zealand and organisation reputations can be enhanced or destroyed by the quality of communications at this point.

The development of SNZ's 'sourcing and selection' protocols received high praise from all participants who were appointed using these new protocols. It is therefore suggested that SNZ continues to implement and enhance these protocols for improved recruitment.

It was indicated by participants that the time between being confirmed into the role and their first day was critically important, and often determined whether or not they hit the ground running. For many of those interviewed, however, the board provided little or no information over this period. Participants believed that without sufficient information to prepare them for the role, it took them longer to get up to speed and could have caused them to derail in the early stages of their appointment. If an informal induction was undertaken prior to their first day, CEs would be better prepared from day one.

3 Perform

It was evident from our discussions that the majority of participants were not formally inducted or welcomed into their new organisation and were left to 'sink or swim.' Participants stated that they 'floundered around' in the beginning of their appointment and would have benefited from a simple morning tea with the chair and staff to become familiar with their new environment.

While resources such as SNZ's 'Nine Steps to Effective Governance' state that the chair and CE should have a strong working relationship, this was not the case for a small number of participants. It was noted that chairs did not carry out performance reviews or provide their CE with regular feedback and left CEs with nothing to measure their success. An initial set of KPI's over the first three months would

have provided these participants with something to measure their performance. However, the majority of participants who had strong relationships with their chairs commented that they met regularly and were well supported throughout their appointment; reaffirming the importance of a strong chair-CE relationship.

In many instances it was identified that SNZ's PMs could be more engaged with the new CE. It was highlighted by many of those interviewed that PMs need to support newly appointed CEs from day one, rather than take a 'backseat' approach. It was highly recommended by participants that there needs to be a more proactive partnership between the PM and CE.

It was widely suggested by participants that SNZ establish a formal mentoring programme as the position of CE is isolated and can be lonely. Participants reported that they often had no one to talk with and that having a formal mentor would have helped them when finding their feet within their new organisation. The majority of participants held positive perceptions of being a mentor to newly appointed CEs as they felt they had a lot to offer from their onboarding and past work experiences. Ongoing interaction with other CEs was also identified as something of real value. A relaunched CE forum that is structured to meet the needs of all CEs was highly desirable to many.

Recommendations

Due to the in-depth nature of the interview process with 24 senior leaders, there was a wide range of thinking on how best to support a new CE in their first 100 days. This report has attempted to capture as much of this rich thinking as possible while attempting to ensure some degree of simplicity. It is clearly evident that each CE appointment will be different, and therefore, there is no one solution. The following highly desirable recommendations are offered for consideration based on each individual case.

The recommendations include feedback from all participants, from both the good experiences to the things that could have been done better. It is also evident that SNZ has an important role to play in all of the following recommendations. The SNZ interventions would likely take the form of advice, guidance and networking opportunities, the development of resources, and the creation of process guidelines.

Board of Directors

1 Onboarding Framework and Resources for the Board

Evidence from all research elements clearly indicates that most boards need considerable help in the onboarding process. A step by step guide or onboarding framework that boards can access when needed would be desirable. This could be backed up with workshops and direct support from SNZ PMs. Messaging from SNZ can also be provided to the board highlighting the benefits of this framework.

This first 100-day framework needs to include guidance in the following areas:

Plan – What needs to be actioned by the board before the sourcing and selection protocols.

1) Risk Mitigation

- Highlight the significance of having lost a CE as a ‘critical success factor’ and develop comprehensive risk mitigation plans.
- Refer to Appendix A, point 1 of ‘SNZ Partnership Managers’ for more information.

2) Independent Exit Interviews

- Independent exit interviews are recommended all CEs as soon as their resignation is known.
- Refer Appendix A, point 2 of ‘Sport New Zealand’ for more information.

Prepare – The recruitment of the new CE and preparation for day one.

3) Sourcing and Selection Protocols

- SNZ has implemented well received new protocols for sourcing and selecting new CEs. It is recommended that SNZ continue to implement and enhance these new protocols.

4) Induction Process

- The development of an induction process would help board members undertake actions prior to the new CEs first day and outline the first 100-day expectations. Where possible, the following actions are recommended:
 - 1) Informally meeting board members;
 - 2) Attending any pre-planned events;
 - 3) Meeting key staff;
 - 4) Receiving current strategic plans, reports, issues register and other relevant documents;
 - 5) Administration set up for the first day.

Perform – From day one and for the first 100 days.

5) Welcome

- A formal welcome involving the chair and all staff on the CE's first day will formally initiate the CE into the organisation. This may include a pōwhiri or morning tea.
- Provide the CE with key points of contact, as well as organising introductions to these contacts.

6) KPIs

- Chair and CE to sign off on initial KPIs. It is recommended that there be a minimum for the first 100 days to avoid putting unrealistic expectations on the new CE.
- Refer to Appendix A, point 3 of 'The Chairperson' for more information.

The Chairperson

3 Development of a Strong Chair-CE Relationship

Evidence from all elements of the research recommend that the chair and CE have a strong working relationship. Further, that such relationship can assist CEs to manage their transition and overcome difficulties that arise within the initial weeks of their tenure. Messaging also needs to be provided to the chair highlighting the benefits of this relationship.

The following steps are recommended to be taken by the chair, where possible, to provide support the new CE throughout the onboarding process:

Prepare – The recruitment of the new CE and preparation for day one.

1) Induction Process

- Assist the board in implementing SNZ's induction process.
- Refer to Appendix A, point 4 of 'The Board of Directors' for more information.

Perform – From day one and for the first 100 days.

2) Induction

- Implement all relevant parts of the board's induction process.
- It is suggested that the chair attends the new CE's formal welcome on behalf of all board members and provides the CE with key points of contact, as well as introductions to these contacts.
- Refer to Appendix A, point 4 and 5 of 'The Board of Directors' for more information.

3) Chair-CE Relationship

- It is recommended that the chair set up formal scheduled meetings with the new CE to share perspectives and discuss issues that may arise over their tenure. These meetings could include conversation around a set of KPIs and evaluating, and provide the CE with regular feedback at least once a month.
- A formal performance review to be carried out at least 12 months into the role to measure the CE's success.

Sport New Zealand

2 Onboarding Processes and Programmes for the Board and New CE

Based on the project findings, SNZ may consider the development of processes and programmes to help assist both boards and new CEs over the first 100 days. The development of these processes and programmes will allow boards to effectively manage succession, while also providing both boards and CEs with the appropriate support throughout such a transitional period. It is recommended that the following processes and programmes are considered:

Plan – What could be actioned by SNZ before the sourcing and selection protocols.

1) Risk Mitigation

- Encourage boards to include ‘losing their CE’ in their risk register.

2) Independent Exit Interviews

- SNZ to implement a more structured independent exit interview process. It is suggested that these interviews are undertaken by trusted/independent interviewers who operate to a common set of questions and provide a relaxed, flexible environment. The information gained is used to carefully help both SNZ and the board.
- Refer to Appendix A, point 2 of ‘SNZ Partnership Managers’ for more information.

3) Succession Plan

- It is recommended that SNZ develop a formalised nationwide succession planning programme targeting up and coming future leaders in the sector. This programme would likely include targeting training and mentoring.

Prepare – The recruitment of the new CE and preparation for day one.

4) Sourcing and Selection

- Continue to develop the sourcing and selection framework. One area that to be investigated is ensuring those who have been through the psychometric testing promptly receive their assessment results and that these are explained to them.
- It is also recommended that the rationale behind the psychometric testing and interviews is fully discussed with all those going through this process.

- The PM can play a supportive role with boards by helping them understand the most relevant information to be provided to the selected candidate.
- The PMs can also ensure that there is an opportunity for the new CE to informally attend networking events.

Perform – From day one and for the first 100 days.

5) Mentoring Programme

- It is recommended that SNZ consider developing and implementing a formal mentoring programme using a range of mentors from both within the sector and externally.
- Key elements to this programme sit outside the scope of this report, however, the authors are available to discuss these as required.

6) Support Partnership Managers

- The development of a centralised suite of resources and information that the PM can access when working with a new CE. This may include the updated strategic plan, reporting requirements, key points of contact both within SNZ and externally.

7) Networking

- SNZ may like to consider relaunching some form of CE forums, either regionally or nationally. Care needs to be taken to ensure the offering meets the needs of all. A possible format for these events was investigated throughout the interviews and is available from the researchers if required.

SNZ Partnership Managers

4 Support for the Board and New CE

SNZ's PMs needed to act as the proactive connectors between SNZ, the board and the CE. These managers have a unique opportunity to assist throughout all stages of the onboarding process in the preparation for, and during, the first 100 days of the new CE. Where possible, it is recommend that the following support is offered to the boards and CEs:

Plan – What needs to be actioned by PMs before the sourcing and selection protocols.

1) Risk Mitigation

- Encourage boards and existing CEs to include losing their CE in their risk register and help the board develop mitigation strategies.

2) Independent Exit Interviews

- It is recommended that PMs sit on the independent panel and implement SNZ's exit interview process. This needs to include undertaking the exit interview with the existing CE and sharing all relevant learnings with the board for planning purposes.

3) Succession Plan

- It is suggested that PMs provide direct support to boards through the facilitation of workshops on SNZ's nationwide succession planning programme.

Prepare – The recruitment of the new CE and preparation for day one.

4) Board Support

- Provide support to the board at all stages of the process up to, and including, the first 100 days of the new CE. This may include acting as the connector between SNZ and the board.

5) Induction Process

- Assist the board in implementing SNZ's induction process.
- Refer to Appendix A, point 4 of 'The Board of Directors' for more information.

Perform – From day one and for the first 100 days.

6) Partnership Manager-CE Relationship

- The introduction of a more proactive partnership with the new CE on a case by case basis. This needs to include a regular scheduled meeting, for many this could start weekly and go out from there as the new CE grows into the role.

7) Mentoring

- It is recommended that PMs work with new CEs to identify areas of support required.
- Refer to Appendix A, point 4 of 'Sport New Zealand' for more information.

[Note: A 'Reference Guide' for the recommendations has been provided – refer to Appendix A.]

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Appendix A: CE Onboarding Quick Reference Guides

1. Quick Reference Guide- For Sport New Zealand

SNZ to develop **'Onboarding Framework Resource'** – This may include the following:

NOTE: There was no 'one solution fits all', and therefore, a framework of adaptable resources needs to be developed

Recommendations	Suggested Tools	Suggested Actions
Plan – What could be actioned before the sourcing and selection protocols		
Risk Mitigation	'CE resignation' in boards risk register	<ul style="list-style-type: none"> Highlight the significance of having lost a CE as a 'critical success factor' in the 9 Steps Develop comprehensive risk mitigation frameworks to assist boards
Independent Exit Interviews	Develop an exit interview protocol	<ul style="list-style-type: none"> Set up exit interviews with all CEs as soon as their resignation is known Select trusted and independent interviewers Develop a common set of questions Part fund the cost of the interviews and report generated Evaluate the findings of the exit interview SNZ PM share relevant learnings with the board of directors for planning purposes Build a database of learnings for broader publication
SNZ Support	PM working with boards	<ul style="list-style-type: none"> Provide training to all SNZ PMs in the key areas of new CE planning PM to run workshops for boards on new CE planning

Prepare – The recruitment of the new CE and preparation for day one

Recommendations	Suggested Tools	Suggested Actions
Succession Planning	A nationwide CE succession planning programme	<ul style="list-style-type: none"> • Develop a New Zealand wide succession planning programme • SNZ PM to work with boards to identify potential candidates using the succession planning programme
Sourcing and Selection Protocols	SNZ sourcing and selection framework	<ul style="list-style-type: none"> • Framework has been well received by CEs • Continue to develop the sourcing and selection framework • Psychometric testing – ensure CEs receive their assessment results and that these are explained to them
SNZ Support	PM	<ul style="list-style-type: none"> • Have PM on the interview panel
Induction	Pre start induction process	<ul style="list-style-type: none"> • Develop an induction process that would help board members undertake actions prior to the CEs first day • Include: informally meeting board members and key staff, attending any pre-planned events, receiving information and documentation, and set up administration for day one • PM to consider an invitation of new CE to networking opportunities

Perform – From day one and for the first 100 days

SNZ Support	PM	<ul style="list-style-type: none"> • PM to take a pro-active role in providing direct support with new CE • PM to provide key information about SNZ, the sector etc. • PM to set up formal meetings in first 100 days
Mentoring Programme	A formal mentoring programme	<ul style="list-style-type: none"> • Implement a formal mentoring programme using a range of mentors from both within the sector and externally • PM to work with CE in selection of mentors and to review regularly
Networking	Develop formal networking opportunities	<ul style="list-style-type: none"> • Reintroduce the CE forums with a changed format

2. Quick Reference Guide- For Boards

NOTE: There was no 'one solution fits all', and therefore, the SNZ framework of adaptable resources needs to be used

Recommendations	Suggested Tools	Suggested Actions
Plan – What could be actioned before the sourcing and selection protocols		
Risk Mitigation	'CE resignation' in boards risk register	<ul style="list-style-type: none"> • Include CE resignation in risk register • Develop comprehensive risk mitigation strategies
Independent Exit Interviews	SNZ's exit interview protocols	<ul style="list-style-type: none"> • Use SNZ exit interview protocols as soon as CE resignation is known
Succession Plan	SNZ's succession planning programme	<ul style="list-style-type: none"> • Update and document strategic and operation plans • Identify with SNZ the type of person needed for the role • Detail the current state of the organisation to ensure that there are no surprises for the new CE • Develop a list of potential KPIs for discussion with candidates
Prepare – The recruitment of the new CE and preparation for day one		
Sourcing and Selection Protocols	SNZ's sourcing and selection framework	<ul style="list-style-type: none"> • Implement SNZ's sourcing and selection framework • Ensure communication with all candidates at all stages of the recruitment process • Develop clear decision-making timeframes and communicate these with all candidates
SNZ Support	SNZ PM	<ul style="list-style-type: none"> • Include your PM in the recruitment process • Discuss SNZ's succession plan with your PM and listen to what they have to offer
Induction	SNZ's induction process	<ul style="list-style-type: none"> • Implement SNZ's induction process • Take the following actions: informally meeting board members and key staff, attending any pre-planned events, receiving information and documentation, and set up administration for day one

Perform – From day one and for the first 100 days

Induction	SNZ's induction process	<ul style="list-style-type: none">• Implement all relevant parts of SNZ's induction process
Welcome	A formal welcome for the new CE	<ul style="list-style-type: none">• Organise a formal welcome on the CE's first day with the chair and all staff members, this could include a powhiri• Provide the CE with key points of contact as well as introductions to these contacts
KPIs	Establish KPIs for the first 100-day period	<ul style="list-style-type: none">• Chair and CE to sign off on the initial KPIs – a minimum for the first 100-day period• Evaluate KPIs and provide regular feedback via the chair at least once a month

3. Quick Reference Guide- For the Chair

NOTE: There was no 'one solution fits all', and therefore, the SNZ framework of adaptable resources needs to be used

Recommendations	Suggested Tools	Suggested Actions
Plan – <i>What could be actioned before the sourcing and selection protocols</i>		
Planning	Strategic Plan	<ul style="list-style-type: none"> • Update and document strategic and operation plans • Identify with SNZ the type of person needed for the role • Detail the current state of the organisation to ensure that there are no surprises for the new CE • Develop a list of potential KPIs for discussion with candidates
Succession Plan	SNZ's succession planning programme	<ul style="list-style-type: none"> • Discuss with PM possible candidates from the SNZ succession planning programme
Prepare – <i>The recruitment of the new CE and preparation for day one</i>		
Induction	SNZ's induction process	<ul style="list-style-type: none"> • Implement SNZ's induction process • Take the following actions: informally meeting board members and key staff, attending any pre-planned events, receiving information and documentation, and set up administration for day one
Perform – <i>From day one and for the first 100 days</i>		
Welcome	Attend the formal welcome for the new CE	<ul style="list-style-type: none"> • Attend the formal welcome on the CE's first day with all staff members • <i>Provide the CE with key points of contact as well as introductions to these contacts</i>
Chair Support	Establish a strong Chair-CE relationship	<ul style="list-style-type: none"> • Set up a formal meeting schedule with the new CE • Discuss and agree on KPI's and provide regular feedback • Set up a formal performance review at least 12 months into the CE's new role

Appendix B: Parking Bay Ideas for SNZ

[Note: More detailed information is available on request. The following ideas are out of scope thinking from the interviews.]

1) *Wellbeing*

- The CE role is a lonely role and a wellbeing programme with support in this area could be beneficial.

2) *CE Leadership Development*

- Participants talked in a positive way about the value of the leadership development programme that currently sits with High Performance Sport NZ.
- A similar training programme to what is offered by High Performance Sport NZ could be considered and include a strong networking component. Other recommended elements could include an emphasis on leadership as a relational activity, a focus on self-leadership, as well as emotional intelligence and growth mindset.

3) *CE Forums*

- The renewal of more formal CE forums was widely discussed.
- The informal sessions currently being run by a small group of CEs has its benefits, however, a more structured programme is suggested.
- The current forums do not meet the needs of most CEs.
- A more balanced format is recommended, as discussed with participants.

4) *Interim CEs*

- Many CEs had experienced engagement with interim CEs. There were a wide range of views on how successful this was.
- There was also a lot of discussion around interim CEs applying for the CE role and the impact this had on the organisation.
- A template of best practice in managing an interim CE may be helpful for the board.
- A team of proven professionals (caretakers) could be developed. They could step into an organisation in a holding capacity without wanting the job moving forward.

5) *Hubs*

- Those working in a hub situation found the environment very beneficial and rewarding as they could network with those outside of their organisation.
- An important requirement is that an organisation has its own space and also access to shared spaces.

6) *The Chair*

- The relationship with the chair is critical for a CE. Much discussion was had as to what a good chair looks like.
- Good chairs need to be given every encouragement to continue.
- A chair of the year award could be considered.

- Consideration could be given to paying the chair.

7) Finances

- The support SNZ offers with their financial health check is a very good tool to support a new CE as it paints a true picture of the organisation's financial position. This could be offered to all.
- SNZ needs to step in well before a sector organisation goes into receivership, by then it is too late.

8) Resources

- All organisations struggle with costs.
- Most have to negotiate their own deals for the likes of power, phones, computers, car leases etc.
- SNZ consider how nationwide deals with major suppliers at discounted rates may be offered. This may be very helpful to organisations, not just in cost saving but also significant time savings for the CE. For example, RMs be encouraged by SNZ to promote Active's shared services to their NSO clients.

9) CE Individual Responsibility and Development

- This report has focussed on the support for CEs by others. It is acknowledged that self-responsibility and self-leadership are also important elements for CEs (new and enduring).
- Encouraging CEs to involve themselves in ongoing development opportunities as well as considering their own strategies for their first 100 days is recommended.

Appendix C: Summary of Literature Related for CE Onboarding

[Note: The following findings have been directly quoted from the articles, and therefore, are not the work of the authors of this report.]

Title/Reference	Summary/Abstract	Key Points/Findings
<p>Onboarding new employees: Maximising success</p> <p>Bauer, T. (2010). Onboarding new employees: Maximising success. SHRM Foundation: Alexandria, VA.</p>	<p>The SHRM Foundation report discusses how to maximise an organisations performance through successful onboarding. The report discusses a range of approaches and best practice. The report is primarily centred on lower-level employees; however, executive onboarding is discussed in brief.</p>	<ul style="list-style-type: none"> • Research suggests that employees have about 90 days to prove themselves in a new job – the faster new hires feel welcome and prepared for their jobs, the faster they will be able to successfully contribute to the organisation’s mission • ‘Onboarding’ is the process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly • Informal or formal onboarding – informal refers to the process by which an employee learns about his or her new job without an explicit organisational plan, formal refers to a written set of coordinated policies and procedures that assist an employee in adjusting to his or her new job in terms of both tasks and socialisation • It is important to get executives and managers up to speed quickly because of their leadership positions of which are highly visible and influential • Executive onboarding differs from traditional onboarding in several ways (discussed in-depth in report) • The key is to engage important stakeholders and new employees in interactions that help them understand one another and how they interact over time • Effective onboarding will result in fast learning, improved communication, and a more productive and engaged workforce
<p>Onboarding externally hired executives: Avoiding derailment – accelerating contribution</p> <p>Dai, G., Meuse, K., & Gaeddert, D. (2011). Onboarding externally hired executives: Avoiding derailment – accelerating contribution. <i>Journal of Management & Organization</i>, 17(2), 165-178.</p>	<p>Executive onboarding has become a popular technique in the business world during the past decade. However, the demonstrated success of traditional onboarding practices is mixed. We assert in this article that executive onboarding should be strategic, so that it not only prevents executive derailment, but accelerates contribution to optimise strategic achievement. We review the</p>	<ul style="list-style-type: none"> • Increasingly, companies are looking outside their organisations for fresh leadership to keep globally competitive. Research has observed a growing favouritism toward outside executives with a majority of selection committees choosing external candidates • Externally hired executives are prized for their new skills and different perspectives, and their willingness to implement changes • Research reveals that when assistance is not provided, external hires are more likely to fail than insiders promoted into such positions • Executive onboarding frequently has been used by companies to assist senior executives through the transition; however, it appears to have little impact on

	<p>literature and identify six problematic areas externally hired executives often encounter when transitioning in to new organisations. It is recommended that effective onboarding should be tailored to the targeted organisations and executives to address specific transition issues. We propose a conceptual framework to implement onboarding on a strategic basis. It is hoped that such a review and conceptual discussion will enhance the effectiveness of onboarding experiences and increase the likelihood of success for executives hired from outside the organisation.</p>	<p>improving executive hiring success rates (little emphasis is given to the unique nature of executives and the strategic focus of their jobs)</p> <ul style="list-style-type: none"> • It takes an average 6.2 months for a mid-to-senior-level manager to reach a 'break-even point'. Therefore, it is critical for organisations to help new hires make a successful transition into their new position and environment as early as possible – "it is especially critical for newly hired leaders" • 'Executive onboarding' is a process directly focused on actively integrating new executives or senior-level managers into the company • There are unique factors influencing new executives' transition. Executives are likely to derail if the organisation fails to address their unique nature and does not tailor its onboarding practice to the newly hired executive • Authors propose six strategic areas to address when onboarding external executives: addressing position imprint of predecessor, setting clear performance and contribution expectations, recognising that parts of leadership are not transportable, providing 'outside' hires with 'inside' views, preparing the organisation for change, and building an effective senior leadership team
<p>A longitudinal study of the moderating role of extraversion: Leader-member exchange, performance, and turnover during new executive development</p> <p>Bauer, T., Erdogan, B., Liden, R., & Wayne, S. (2006). A longitudinal study of the moderating role of extraversion: Leader-member exchange, performance, and turnover during new executive development. <i>Journal of Applied Psychology</i>, 91(2), 298-310.</p>	<p>Identifying factors that help or hinder new executives in "getting up to speed" quickly and remaining with an organization is vital to maximizing the effectiveness of executive development. The current study extends past research by examining extraversion as a moderator of relationships between leader-member exchange (LMX) and performance, turnover intentions, and actual turnover for an executive sample. The sample consisted of 116 new executives who were surveyed prior to starting their employment and at 3 months post entry. A total of 67 senior executives rated these new executives in terms of overall performance at 6 months post entry.</p>	<ul style="list-style-type: none"> • Executives hold powerful and prestigious positions and are key organisational members who have the ability to shape and influence decisions regarding a variety of important factors. But coupled with these seemingly positive aspects of executive jobs is the pressure put on executives to perform well and to do so quickly. Therefore, identifying insider support that may help or hinder new executives in "getting up to speed" is vital to maximising the effectiveness of new executive and retaining them • Executive development literature has established the importance of developing relationships, finding mentors, and receiving top management support for executive success. Therefore, examining relationship development with new executives and their superiors may increase understanding of new executive success in terms of enhancing performance and avoiding organisational withdrawal (LMX theory) • Given that executives tend to be charged with making high-profile decisions that require access to a wide variety of information as well as being charged with the responsibility of executing tasks that demand access to resources, establishing oneself as an influential member of a far-reaching social network may be especially critical for an individual holding an executive position

	<p>Turnover data were gathered from company records 31/2 years later. Hierarchical regression results showed that LMX was not related to performance or turnover intentions for those high in extraversion; but for individuals low in extraversion, there was a relation between LMX, performance, and turnover intentions. Furthermore, survival analyses showed that LMX was only related to turnover-hazard rate for individuals low in extraversion.</p>	<ul style="list-style-type: none"> • Forming high-LMX relationships should help new executives deal with job transitions, garner greater responsibility, learn insider information, and overcome obstacles. All of these factors should enhance new executive job performance • The jobs of executive-level employees require social interaction, networking, and dealing with novel situations. Extraverts may manage these situations via their more attention-seeking personalities, whereas introverts seem to need the assistance of high-LMX relationships. Therefore, for an introverted executive, a high-LMX relationship seems essential for success, but extroverts' ability to seek social-interaction, resources, and support suggests that extraversion may serve as a substitute for leadership
<p>A review of the CEO succession literature and a future research program</p> <p>Berns, K., & Klarnar, P. (2007). A review of the CEO succession literature and a future research program. <i>Academy of Management Perspective</i>, 31(2), 83-108.</p>	<p>Executive leadership changes are critical turning points for organisations. Over the past five decades, management scholars have generated many insights into the predictors, consequences, and contingencies of CEO succession. We first provide an overview of this research, integrating strategic management, corporate governance, strategic leadership, and organizational behaviour research findings into a comprehensive framework. We find that empirical research has frequently adopted an event-based perspective on CEO succession, which is contrary to the practical evidence regarding CEO succession as a continuous process. In the second part of our paper, we develop a future research agenda for the CEO succession process. We specifically address the role of board-</p>	<ul style="list-style-type: none"> • CEO successions are critical turning points for organisations. They temporarily increase internal disruption, and at the same time they provide an opportunity to adapt an organisations strategy • Given the importance of CEO successions to a company's strategy and success, boards of directors play a key role in CEO succession: They need to identify the most effective candidate and ensure a smooth leadership transition • Despite their critical role, boards still show weaknesses when handling CEO succession, including a lack of formal succession planning practices and the relatively little time spent discussing the leadership pipeline and succession candidates • The board has a key role in CEO succession. For example, powerful boards select CEOs who are demographically similar to themselves. Unsurprisingly, a high proportion of inside directors relates positively to inside CEO succession; an external successor might be a threat to inside directors because the new CEO could replace them. Conversely, outsider dominated boards are more likely to choose an outsider CEO

	<p>CEO collaborations and potential frictions during the CEO succession process. Our suggestions will help researchers gain a better understanding of boards' governance of executive succession processes. These suggestions also have implications for directors responsible for CEO succession.</p>	
<p>Accelerating leadership performance at the top: Lessons from the Bank of America's executive on-boarding process</p> <p>Conger, J. A., & Fishel, B. (2007). Accelerating leadership performance at the top: Lessons from the Bank of America's executive on-boarding process. <i>Human Resource Management Review</i>, 17(4), 442-454.</p>	<p>This article examines the critical role that on-boarding processes play in the successful development of executive leadership talent. It is based on an in-depth case analysis of one organization's sophisticated on-boarding intervention. Specifically, we explore the potential of these interventions both to pre-empt leadership failures and to accelerate the knowledge and relationships necessary to step into an executive role. Lessons are provided on designing on-boarding interventions for senior leaders.</p>	<ul style="list-style-type: none"> • When a senior manager is promoted into an executive leadership role, they face three dilemmas: first, in a relatively short period of time, they must gain mastery over a complex and demanding role. The learning demands are dramatically elevated and may be the most pronounced in a manager's career. Second, expectations are high that the incoming executive already has the capability to lead in the new situation. In other words, they require little or no 'honeymoon'. After all, most executives have already spent years in managerial roles beforehand. As a result, developmental feedback and interventions are rare for those at the top of organisations. These two challenges lead to the third dilemma. The probability of a new executive's derailment is high. Complex new role demands combined with a lack of developmental support can produce a 'perfect storm' — the failure of the new leader • The price of leadership failures in the executive ranks is very costly for any organisation • While some organisations have developed formal on-boarding interventions, the typical approach tends to be quite limited in scope and does little to effectively 'on-board' an executive leader • A well-designed 'onboarding' program at the executive level has an essential place in any organisation's portfolio of leadership development initiatives • Executives operate at the boundary between their organization and the external environment whereas most managers are more organisationally and functionally oriented. Executives must formulate company strategy and play a critical role in its implementation — roles which they played to a far lesser degree prior to their executive appointment. Through their actions and decisions around staffing, rewards, measurement systems, and culture, executives create a context that shapes the strategic choices made by managers and specialists throughout the organisation

		<ul style="list-style-type: none"> • The promotion to an executive leadership role will be the steepest jump in their career history and potentially the one with the least amount of transition support • This developmental paradox—great role complexity yet little support for learning and coaching—is produced by several factors (discussed in-depth in article) • A well designed on-boarding intervention can and should serve three purposes. The first is to minimise the possibility of derailment on the job, the second role is to accelerate the performance results of the new leader, and a third role is to facilitate a far smoother integration experience for incoming executives (discussed in-depth in article) • Following their hiring, the new executive's initial few weeks on the job are critical ones – “the first 100 days executives should build key relationships, learn the business and culture, and become established as a leader”
<p>When CEOs step up to fail</p> <p>Conger, J. A., & Nadler, D. A. (2004). When CEOs step up to fail. <i>MIT Sloan Management Review</i>, 45(3), 50-56.</p>	<p>This article draws on a research project on CEO derailment involving in-depth interviews with people who were close observers of eight cases of CEO failure. To qualify for the study, the CEO had to have been terminated prematurely (before the employment contract's legal end date) by his or her board of directors for serious performance problems. To ensure the existence of a wealth of secondary information, candidates were chosen from Fortune 500 companies that received a great deal of public scrutiny. Former direct reports and close advisers to the CEO were interviewed for between one and a half and five hours. Information from the interviews was complemented by an extensive review of secondary sources. In addition, a secondary, in-depth analysis of accounts of 45 other</p>	<ul style="list-style-type: none"> • When a CEO fails after a brief tenure, the blame is often placed squarely on one person's shoulders: the unsuccessful executive. It is human nature to point a finger at the CEO's poor strategic choices, misguided actions or personality flaws • While outgoing CEOs do not intend to contribute to the failure of their successors, their personal needs and actions can lay the groundwork for derailment. A second contributor to early derailment is often the succession process itself. Once again, the outgoing CEO may be responsible, having failed to adequately prepare a successor; and the board is also often guilty of a lack of rigorous oversight. As a result, the wrong person ends up in a position for which he or she does not have the necessary skills or support. Finally, a third reason for failure by new CEOs is their often narrow expertise and inability to set a proper context as the senior-most leader • It is not uncommon for the board to select the company's number-two executive by default. The appeal of the choice is quite simple: the second-in-command has likely played an instrumental role in the CEO's success and is well versed in the company's challenges • A company's board will live with a new CEO long after the incumbent departs. It is critical therefore for boards to figure out how best to collaborate with their CEO in the process – an effective board will ensure that the CEO has a succession plan in place at all times

	cases of CEO failure at major corporations was conducted.	
<p>A review of onboarding literature</p> <p>Dai, G., & De Meuse, K. P. (2007). A review of onboarding literature. <i>Lominger Limited, Inc.</i></p>		<ul style="list-style-type: none"> • The ultimate goal of onboarding is to prepare managers to succeed in their job as quickly as possible. There are two key performance indicators of successful onboarding: time to productivity, and engagement and retention • Typically, onboarding includes the initial orientation process and the ensuing three-to-six months (or however long it takes to get the new manager “up to speed” in a particular company or discipline) • 64% of new executives hired from outside the company will fail at their new jobs. In contrast, the percentage for those who are promoted is 38% (Ciampa & Watkins, 1999) • A survey conducted by Korn/Ferry found that only 30% of global executives contacted were satisfied with their employer’s onboarding process for new hires. 38% rated their employer’s process as only average, 22% called it below average, and 10% said it was poor (Pomeroy, 2006) • Of more than 100 executives –from senior managers to CEOs – interviewed over a two-year period, only 39% were satisfied with their organization’s efforts to integrate them (Wells, 2005) • Executive derailment can be caused by failure to establish key connections and build strong interpersonal relationships, overconfidence in skills and experience, attempting to do too much, and negative credibility
<p>Improving executive recruitment and retention</p> <p>Gilmore, D. C., & Turner, M. (2010). Improving executive recruitment and retention. <i>The Psychologist-Manager Journal</i>, 13(2), 125-128.</p>	<p>To improve executive retention, Stybel (2010) suggested using information about the desired strategic direction of the organization in addition to the standard job description. Assessing candidates on their perceived ability to drive the strategy (which is unknown by the candidates) raises a number of issues. Alternatives to the hidden strategic direction such as better selection processes, realistic job previews, and more comprehensive onboarding support are offered to improve the retention of executives.</p>	<ul style="list-style-type: none"> • Recognising the political nature of bringing a new executive into an existing organisation creates a multitude of opportunities for success or failure • Authors suggest onboarding should include coaching, 360 feedback, mentoring, support from search consultants, and a deliberate plan for introducing the new executive to his or her team, peers, and other key stakeholders within the organisation • Onboarding processes have the potential to greatly improve the success rate of executives, especially those employees who are hired from outside the organisation • Intense socialisation of newcomers facilitates improved organisational commitment and satisfaction • Although executive recruitment and retention is an important and significant undertaking, it is a relatively infrequent event within any given organisation

<p>CEO transitions: The implications for coaching in South Africa</p> <p>Gray, E. (2015). <i>CEO transitions: The implications for coaching in South Africa</i> (Doctoral dissertation).</p>	<p>This study explored the CEO transition process that takes place in the handing over of the organisation from the outgoing CEO to the incoming CEO and how executive coaching can facilitate the transition process. The past two decades have seen a reduction in the tenure of CEOs. In addition, the transition period has contracted. This means that the incoming CEO is often faced with many challenges that may have been alleviated in a longer or more structured transition process. As CEO succession has a major impact on the organisation, and is disruptive in itself, executive coaching might present an opportunity to manage the transition and improve the settling in and effectiveness of the incoming CEO and thereby the performance of the organisation.</p>	<ul style="list-style-type: none"> • ‘Transition process’ a settling-in period where the designated CEO and outgoing CEO work together in a dual capacity, in which the organisation would slowly be transferred from one to the other over a period of months or even years • The transition process is considered to be important for the future success of the incoming CEO and to prevent the incoming CEO from derailing • Author suggests executive coaching and leadership development can assist CEOs in the transition process – mentoring, career success, succession planning, 360-degree feedback, and training and development • The incoming CEO requires the most help and advice from the Board of Directors after the first few months of transition into the organisation where the incoming CEO is the most vulnerable - the Chairman that should act as the mentor to the newly-appointed CEO and provide support • While the expectation is for leaders to be comfortable within 100 days of their new role it often takes them a year to fully understand the organisation’s system and “settle in” • Most CEO respondents regarded that the optimal tenure of a CEO should be between eight and ten years as after that there was a tendency to become stale and this impacted on the organisation’s effectiveness • Most CEO respondents favoured insider appointments owing to the appointment being less disruptive for the organisation and being able to preserve the culture and history of the organisation • Support roles for the CEO were important. For example, many CEO respondents found support roles from within the organisation in the form of a Chairman or Board Director or, externally, through a coach, mentor or business persons within the industry. In contrast, those CEO respondents who had not received any support battled in their role and responsibility as CEO • Most CEO respondents had benefited from the support from third parties with whom they could have private conversations with that helped them to work through the organisation strategy, management of people and life-work issues. Those that experienced this support felt it to be highly-beneficial – CEO coaching or mentoring • The CEO and Chairman relationship is considered to be the most important relationship as it was the dynamic of this relationship that carries the most positive or negative impact on the CEO. Therefore, the relationship between the Chairman and the CEO is critical to ensure the continued success of the CEO and
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		the continuity of the CEO tenure – “the main support structure for the CEO is the Chairman”
<p>Integrating leadership development and succession planning best practices</p> <p>Groves, K. S. (2007). Integrating leadership development and succession planning best practices. <i>Journal of Management Development</i>, 26(3), 239-260.</p>	<p>Organisations often fail to utilise managerial personnel effectively for leadership development and succession planning systems, and many execute these critical practices through separate human resource functions that shift the responsibility for leadership development away from line managers. The purpose of this article is to present a best practices model for optimal development of the leadership pipeline and a series of practical recommendations for organisations.</p>	<ul style="list-style-type: none"> • Workforce statistics suggest that succession planning poses an incredible challenge as the baby boomer generation retires and far fewer college-educated workers are prepared to replace them. However, many highly successful companies overcome these and other challenges by marrying the leadership development and succession planning processes for optimal identification, development, and placement of leadership talent • Organisations are avoiding the near-sighted replacement approach to succession planning and are adopting a long-term perspective for developing and managing talent through their organisations – leadership development • Best practice leadership development methods include: 360-degree feedback, executive coaching, mentoring, networking, job assignment, and action learning • Mentoring relationships in organisations provide strong evidence that employees with mentors are much more likely to experience a range of positive outcomes, including enhanced job performance, greater promotions and compensation, organisational commitment and job satisfaction, personal learning, and reduced turnover intentions • The executives in this study reported that their organisations actively promote the value of mentoring by delivering formal mentoring programs and encouraging the formation of informal mentoring relationships among managers and high potentials – informal mentoring is often more successful than formal mentoring due to possible personality conflicts, lack of mentor commitment, and lower levels of career guidance and psychosocial support with assigned mentors • The integration of leadership development and succession planning practices through managerial engagement requires a supporting organisational culture – characterised by strong and visible CEO commitment to leadership development
<p>The CEO report: Embracing the paradoxes of leadership and the power of doubt</p> <p>Heidrick & Struggles. (2015, January 25). <i>Knowledge Center: Publication</i>. Retrieved from Heidrick & Struggles: http://www.heidrick.com/Knowledge-Center/Publication/The-CEO-Report</p>	<p>The findings in “The CEO Report: Embracing the Paradoxes of Leadership and the Power of Doubt” are based on rich, individual conversations with more than 150 global CEOs, making it one of the most comprehensive, in-depth studies of how global CEOs lead. Each interview lasted an average of 55</p>	<ul style="list-style-type: none"> • Many CEOs spoke candidly about the gaps in their preparedness and the need to keep developing, particularly when it comes to dealing with heightened scrutiny from an array of stakeholders • Three-quarters of the CEOs interviewed feel the job has changed significantly over the past decade as new influences from outside the organization compete with the traditional accountabilities to boards, shareholders, employees, and customers

	minutes and, with few exceptions, was conducted face-to-face.	
<p>Executive coaching: It works!</p> <p>Kombarakaran, F. A., Yang, J. A., Baker, M. N., & Fernandes, P. B. (2008). Executive coaching: it works!. <i>Consulting Psychology Journal: Practice and Research</i>, 60(1), 78-90.</p>	<p>Outcomes of this empirical study demonstrated that executive coaching is an effective method of leadership development. One hundred fourteen executives and 42 coaches were surveyed using instruments designed to gather both quantitative and qualitative data. Results indicated that executive change occurred in 5 areas: people management, relationships with managers, goal setting and prioritisation, engagement and productivity, and dialogue and communication. This study also highlights the importance of coach selection, executive commitment to behavioural change, and the role of good program and environmental support. The success of this coaching program also suggests that investment in well-designed and implemented programs can contribute to leadership development and the retention of talent.</p>	<ul style="list-style-type: none"> • Executive coaching is a short-term interactive process between a coach and a manager to improve leadership effectiveness by enhancing self-awareness and the practice of new behaviours. The coaching process facilitates the acquisition of new skills, perspectives, tools and knowledge through support, encouragement, and feedback in the organisational context • Coaching is often used to help an executive transition from the role of a project manager to people manager - executives may need coaching to understand their new role with its implicit style, rules, and expectations • Results revealed that most executives (81%) agreed that the coaching outcomes were consistent with expectations. They reported that coaching increased their confidence (72%), maximised their contribution to the company (78%), and was beneficial to business (86%) • Executives reported that coaching refined their people skills by increasing their insight into how colleagues' perceive their actions and decisions (98%) – the majority of executives (99%) reported better self-awareness and understanding of personal strengths • Coaching may be the preferred method of leadership development
<p>The reality of onboarding new CEOs</p> <p>Manning, T. (2017). The reality of onboarding new CEOs. <i>People & Strategy</i>, 40(1), 9-12.</p>		<ul style="list-style-type: none"> • Boards who appoint a CEO who will grow into the role or adjust to the job requirements in a reasonable time with some coaching or supervision from the prior CEO or designated board members are not abdicating their responsibilities. On the contrary, such boards are being pragmatic about making a choice in a

		<p>timely manner and acknowledging that imperfections exist in nearly any CEO candidate</p> <ul style="list-style-type: none"> • Executives are generally highly experienced and battle-tested by the time they are considered for a CEO role. They have established a style and reputation that leaves little doubt as to how they manage and whether they can lead • While some boards prefer to play a hands-off role or apply a light touch to CEO onboarding, others increasingly see the recruiting and onboarding of CEOs as an integrated process and one of the board's most crucial areas of responsibility – In such cases, the directors see it as quite logical to design an onboarding process that will smooth the candidate's entry and first year in the role, perhaps by designating one of the directors as a coach
<p>Leadership, management, and derailment: A model of individual success and failure</p> <p>McCartney, W. W., & Campbell, C. R. (2006). Leadership, management, and derailment: A model of individual success and failure. <i>Leadership & Organization Development Journal</i>, 27(3), 190-202.</p>	<p>This paper examines the relationship among leadership skills, management skills and individual success and failure in formal organisations. A model is presented depicting the interactive relationship among the three variables and explaining why some high potential employees suffer derailment while other individuals with similar skills continue to develop and achieve organisational success. The model indicates that there is not one combination of management and leadership skills related to individual success.</p>	<ul style="list-style-type: none"> • It is believed that leadership and management are complimentary skill sets that are both necessary for executive success – “a leader-manager” • Authors use Draft's model of individual success and failure: low level skills (candidates for derailment), moderate level skills (candidates for development), and top level skills (synergistic combinations) • Individuals with very low levels of management and leadership skills are not successful simply because they are unlikely to be selected for leader/manager positions. Individuals who have moderate skills in one area, either leadership or management, with low skills in the other area are identified as “candidates for derailment” • Derailment occurs when individuals who are perceived to have high potential for success become plateaued at a lower level than expected, are demoted, or leave the organisation voluntarily/involuntarily – it may be that at one time these individuals were recognised as having potential, but somehow did not continue to develop, or that the individual was unable to adapt to changes when confronted with new situations • Individuals with moderate skill levels are candidates who have either exceptional leadership or management skills or those who have a promising level of skills in both areas. Even though these individuals may have been identified as high potential employees, they are not likely to be fully capable under challenging conditions, nor are they likely to be successful at the executive level but who are strong “candidates for development” • Individuals with a combination of management and leadership skills that are likely to insure success at the executive level – a key performance skill needed

		<p>for executive success is the flexibility to be a “synergist”; an individual who is able to appropriately enact paradoxical skill sets to deal with complex issues</p> <ul style="list-style-type: none"> • One of the areas in which both leadership and management skills are required is cognitive activity, and a second area in which synergy is needed between leadership and management skills, is in the mode of interpersonal relations
<p>Executive onboarding: How to hit the ground running</p> <p>Ndunguru, C. A. (2012). Executive Onboarding: How to Hit the Ground Running. <i>Public Manager</i>, 41(3), 6-9.</p>	<p>The article focuses on the importance of executive onboarding strategies, as well as tips to improve and implement such strategies. The author mentions that successful onboarding strategies can help in leadership retention and to the overall success of organisations. She states that executives should emphasise the importance of cultural issues in the organisation and building relationships. She adds that executives should come up with effective communication processes within the organisation and improve the organisational structure.</p>	<ul style="list-style-type: none"> • Executive onboarding should be strategic, so that it not only prevents executive derailment, but also expedites the executive’s contribution to optimising strategic achievement • “Retirement tsunami” – particularly in the senior ranks of leaderships. This potential exodus has many implications for organisations, including the need to quickly integrate new leaders into organisations • According to the Corporate Leadership Council, new executives generally “fail” for five main reasons: they fail to establish a cultural fit, they fail to build teamwork with staff and peers, they are unclear about the performance expected of them, they lack potential savvy, or their organisations do not have a strategic, formal process to assimilate executives into the organisation • High-performing organisations use effective onboarding strategies to assimilate their leaders strategically; they do not apply a “sink or swim” mentality to new executives - instead, these organisations understand they must provide support systems for new executives • Onboarding executives may be more critical because they face significantly greater performance expectations and have a greater impact on the overall performance of the organisation • The article offers new executives perspectives and onboarding experiences: <i>Biggest challenges:</i> going to an organisation where the new executive did not know anyone, working with an individual in the organisation who had applied for the position and had expected to be selected, inheriting a budget crisis without any knowledge of causality or solution; being held responsible for all mistakes or failures, and finding difficulty in establishing credibility <i>Useful tools to meet challenges:</i> Interaction with the people above provided a good learning experience and opportunity to meet new people, and when the predecessor stayed on for 60 days to provide guidance, and upon departure, other managers were very supportive • Successful onboarding further contributes to leadership retention and promotes long-term organisational success

<p>The impact of executive coaching and 360 feedback on leadership effectiveness</p> <p>Thach, E. C. (2002). The impact of executive coaching and 360 feedback on leadership effectiveness. <i>Leadership & Organization Development Journal</i>, 23(4), 205-214.</p>	<p>Does executive coaching really work? Does it help improve leadership effectiveness and productivity? This action research study answers these questions by tracking the progress of 281 executives participating in a six-month coaching and 360 feedback process. The results suggest that the combination of multi-rater feedback and individual coaching do increase leadership effectiveness up to 60 per cent ± according to direct report and peer post-survey feedback. Implications of the results for future executive development programs are discussed, and specific recommendations are provided.</p>	<ul style="list-style-type: none"> • This study supports previous findings on the positive impact of 360 feedback and executive coaching • Leadership development processes which emphasise 360 feedback to promote self-awareness combined with the support of a talented coach, can be used to develop leaders and avoid derailment
<p>The first 100 days: Leadership challenges of a new CEO</p> <p>Sarros, A. M., Sarros, J. C. (2007). The first 100 days: Leadership challenges of a new CEO. <i>Educational Management Administration & Leadership</i>, 35(3), 349-371.</p>	<p>The first 100 days of a new senior executive appointment are fraught with multi-faceted challenges that rely on specific leadership approaches for their resolution. The purpose of this article is to (1) explore which leadership issues and initiatives most present themselves in the first 100 days of such an appointment, (2) examine the extent to which each dimension of the transformational-transactional leadership model manifests itself in the first 100 days of a new senior executive appointment in response to these issues, and (3) enhance the transformational model by examining it in terms of instructional leadership and three meta-dimensions, namely mission-</p>	<ul style="list-style-type: none"> • CEOs have a major impact on corporate strategy, culture and change • The process of acclimating to the position requires the new leader to ‘learn’ the people, the organisation, and the expectations of the position in a relatively short time • The new CEO also sets the tone and culture of the organisation through these behaviours • The first 100 days of the new CEO’s appointment were marked by the development of practical insights, increased confidence, new contacts, loneliness and a heavy workload • Leadership dimensions/centred leadership dimensions of a CEO include: mission centred, performance centred, and culture centred • Active management by exception was the most used leadership approach in the first 100 days of this new CEOs leadership • Active management by exception is complemented by the mission-centred leadership style of inspirational motivation, which focuses on developing a shared vision, and the culture-centred styles of idealised influence and individualised consideration – when taken together, these approaches indicate a CEO coming to terms with inspiring staff to a common vision and creating a culture based on firm strategies for improvement

	<p>centred, performance-centred and culture-centred leadership in relation to the key issues. Recommendations for replication of the study in different work environments and for practice are provided.</p>	<ul style="list-style-type: none"> • Results of the study found that the demands of the new role necessitated the clear articulation of organisational vision and strategy, good communication and negotiation skills, and the capacity to remain accessible, open, and inclusive (based on the new CEOs experience) • Results also found that the honeymoon period was short-lived and was replaced instead by the activities of reorganisation and change – findings suggest the need for the new CEO to establish some new parameters for achieving long-term culture change • New CEOs also find it difficult to do all that is expected of them while trying to sustain their own change agenda. The sheer volume of demands is often daunting and exhausting, leaving many new CEOs struggling to balance these demands and also live a normal life outside work hours
<p>Onboarding isn't enough: Executives need to be fully integrated into your culture</p> <p>Byford, M., Watkins, M. D., & Triantogiannis, L. (2017). Onboarding isn't enough: Newly hired executives need to be fully integrated into the company's culture. <i>Harvard Business Review</i>, 2017(July-August).</p>		<ul style="list-style-type: none"> • Companies vary widely when it comes to how much effort they put into integration, with major consequences in terms of time to performance, derailment (through termination or resignation), and talent retention • Onboarding is an apt term for the way companies support new leaders' transitions, because not much more is involved than bringing the executive safely on deck – the authors use the term "integration" as it suggests a more aspirational goal of doing what it takes to make the new person a fully functioning member of the team as quickly and smoothly as possible • Well-integrated executives can build momentum early on rather than struggle up learning curves. The authors studies show that the average amount of time to reach full performance (making critical decisions with the right information in hand and having the right people in place to help execute) can be reduced by a third, from six months to four • It is critical to get up to speed on the values, norms, and guiding assumptions that define acceptable behavior in the new organisation. Missing cues early on can negatively affect how others perceive a new leader's intentions and capabilities. The executive must also walk a fine line between working within the culture and seeking to change it • The authors completed an online study of nearly 600 executives at the VP level and above who had joined new companies in the past few years – 60% of these executives reported that it took them six months or longer to have a full impact in their new roles, and close to 20% said it took more than nine months. Less than a third said they had received any meaningful support for their transitions – too many companies are expecting new leaders to "sink or swim"

		<ul style="list-style-type: none"> • The authors identified five major tasks that leaders must undertake in their first few critical months: assuming operational leadership, taking charge of the team, aligning with stakeholders, engaging with the culture, and defining strategic intent
<p>Developing leaders via experience: The role of developmental challenge, learning orientation, and feedback availability</p> <p>DeRue, D. S., & Wellman, N. (2009). Developing leaders via experience: the role of developmental challenge, learning orientation, and feedback availability. <i>Journal of Applied Psychology, 94</i>(4), 859-875.</p>	<p>Prior research offers limited insight into the types of work experiences that promote leadership skill development and the ways that the person and context shape the developmental value of these experiences. In this article, the authors develop a series of hypotheses linking leadership skill development to features of the experience (developmental challenge), person (learning orientation), and context (feedback availability). Based on 225 on-the-job experiences across 60 managers, their results demonstrate that the relationship between developmental challenge and leadership skill development exhibits a pattern of diminishing returns. However, access to feedback can offset the diminishing returns associated with high levels of developmental challenge.</p>	<ul style="list-style-type: none"> • Organisations view leadership capacity as a source of competitive advantage and invest in its development accordingly • In-the-job work experience is the most effective way to develop individual leadership skills. As McCall (2004) stated, “The primary source of learning to lead, to the extent that leadership can be learned, is experience. The role played by training and other formal programs is relatively modest in comparison to other kinds of (on-the-job) experiences” • Findings suggest that the degree to which a work experience was developmentally challenging was positively related to leadership skill development • Experiencing some developmental challenge is necessary for leadership skill development but that combining too much developmental challenge in a single experience can lead to cognitive overload and diminished leadership skill development – this pattern of diminishing returns was most apparent for interpersonal and business leadership skills and less so for cognitive or strategic leadership skills • Authors found that access to feedback likely offsets the diminishing returns in leadership skill development by enhancing self-awareness, reducing individuals’ uncertainties regarding performance and success, and helping reduce the stress associated with challenging work experiences—all of which enable individuals to focus their efforts on the task and learning • Overall, the findings suggest that organisations can facilitate experience-based leadership skill development by providing employees with greater access to feedback. It is likely that individuals will also benefit from other support mechanisms that reduce performance anxieties and evaluation uncertainties • Individuals engaged in challenging work experiences need support from subordinates, peers, and supervisors – the results suggest that these support networks are vital elements of developing leaders

<p>Keeping employees from leaving by emphasizing teamwork</p> <p>Fernández-Arároz, C & Vasudeva, R. (2016). Keeping employees from leaving by emphasizing teamwork. <i>Harvard Business Review</i>, 2107(November).</p>		<ul style="list-style-type: none"> • 91% of people are either openly looking or open to a new job, and 76% look at opportunities at least monthly. Getting hired barely changes this behavior, with a full 65% of people resuming their searches within 91 days of their start dates and 59% of people acknowledging that they are constantly looking via job notification service subscriptions • Instead of laying out a vision for others to follow, those at the top should create contexts in which others can and do set the direction. This must be reinforced with practical changes in the way people are compensated—that is, collective, rather than individual, incentives
<p>Leadership (re)constructed: How lens matters</p> <p>Ospina, S., & Schall, E. (2001, November). Leadership (re)constructed: How lens matters. In <i>APPAM Research Conference</i>, 1-21.</p>	<p>This paper develops a view of leadership as a social construct, as something that is created through dialogue among groups of people in a particular context. Different contexts allow us to see how leadership emerges in action. We further develop the idea that leadership is relational to highlight its social and collective nature and to stress the importance of studying leadership in context. The way people make meaning of leadership is an important focus, so it becomes necessary to understand the “knowledge principle,” or dominant ideas that inform the work of leadership, as well. This approach contributes to the development of the body of literature that views leadership as a collective achievement, not something that belongs to an individual. Not only does this approach hold promise to provide interesting new insights to enrich leadership theory, it allows for the opportunity to produce new knowledge that is useful to</p>	<ul style="list-style-type: none"> • A constructionist perspective presumes that our understanding of leadership is socially constructed overtime, as individuals interact with one another, rather than being something embodied in individuals or possessed by them • Leadership emerges from the constructions and actions of people in organisations – leadership becomes a reality when one or more individuals in a social system succeed in framing and defining how the demands of the group will be taken up, and who will address the need for direction in collective action • Leadership is not just a mental construct. As this process of social construction goes on, as people develop a shared understanding of the work and the roles assigned to members in pursuing it, leadership takes on an independent life that continues to be enacted over time • A social and relational approach to leadership highlights the idea that these meaning- making processes and the attributions of leadership do not just occur in people’s minds, but instead, they are always social, rooted in social interaction

	practitioners, thereby enhancing existing leadership and inspiring new leadership to emerge.	
<p>Building bridges from the margins: The work of leadership in social change organizations</p> <p>Ospina, S., & Foldy, E. (2010). Building bridges from the margins: The work of leadership in social change organizations. <i>The Leadership Quarterly</i>, 21(2), 292-307.</p>	<p>Attention to the relational dimensions of leadership represents a new frontier of leadership research and is an expression of the growing scholarly interest in the conditions that foster collective action within and across boundaries. This article explores the antecedents of collaboration from the perspective of social change organizations engaged in processes of collaborative governance. Using a constructionist lens, the study illuminates the question how do social change leaders secure the connectedness needed for collaborative work to advance their organization's mission? The article draws on data from a national, multi-year, multi-modal qualitative study of social change organizations and their leaders. These organizations represent disenfranchised communities which aspire to influence policy makers and other social actors to change the conditions that affect their members' lives. Narrative analysis of transcripts from in-depth interviews in 38 organizations yielded five leadership practices that foster strong relational bonds either within organizations or across boundaries with others. The article describes how these practices</p>	<ul style="list-style-type: none"> • Leader-centered and follower-centered models of leadership have given way to perspectives that attend, instead, to the “space between” leaders and followers, thus highlighting the relational processes of leadership. Relationality refers to the theoretical understanding that self and other are inseparable and co-evolve in ways that must be accounted for. An agenda that explores the question of how connectedness is developed to ensure collaborative work in social change organizations greatly benefits from this perspective • The entity approach to leadership,” examines relationship- oriented behavioural styles such as consideration, and relationship-oriented leadership behaviours based on high quality, trusting, work relationships. One example of relationship-based approaches to leadership is Leader–Member Exchange (LMX) – these approaches assume that a form of leadership-strengthening relational bond among stakeholders is increasingly necessary and apparent, given the functional demands of contemporary organising; in other words, they see relational leadership as a trend • Prompting cognitive shifts to create a sense of shared interests is crucial to the process of building bridges and alliances because organisations must frame their issue in such a way that it resonates with the needs of other individuals, constituencies or organisations

	nurture interdependence either by forging new connections, strengthening existing ones, or capitalizing on strong ones.	
<p>Sensegiving and the role of cognitive shifts in the work of leadership</p> <p>Foldy, E. G., Goldman, L., & Ospina, S. (2008). Sensegiving and the role of cognitive shifts in the work of leadership. <i>The Leadership Quarterly</i>, 19(5), 514-529.</p>	<p>Sensegiving—shaping how people understand themselves, their work, and others engaged in that work—is critical to the work of organizational leadership. We propose the “cognitive shift,” a change in how an organizational audience understands an important element of the organization's work, as a desired outcome of the Sensegiving process. Organizations try to spur these shifts in two categories: about their issue and about their primary constituency, the population it is designed to serve or mobilize. This approach makes two contributions: It re-directs attention from individual leaders' behaviours and characteristics to the work of leadership, as opposed to the agents through which it is carried out. Second, it operationalizes the intangible process of meaning-making by breaking it down into discrete units that are relatively equivalent and, therefore, comparable, providing a systematic way to analyse and map cognitive leadership processes.</p>	<ul style="list-style-type: none"> • Research shows that influencing followers' perceptions, attitudes and beliefs can strengthen their commitment to their organisation's goals, spurring them to embark on new directions with enthusiasm instead of resistance – therefore, shaping how people understand themselves, and the work they do, and others involved in that work is a critical leadership task • A desired outcome of the sensegiving process, a cognitive shift is a change in thinking or perception. Focusing on cognitive shifts allows us to consider a wide variety of arenas in which such shifts can take place: about the work, about oneself, about others engaged in the work • Over the past several decades, scholars have rethought traditional constructs of leadership to improve our understanding of how individuals enact change in both organisational and societal environments – meaning-making in leadership processes • Using a social construction approach, scholars suggest that all leadership is collectively construed, in that all those involved must in some way participate in the existing arrangement: “even the most autocratic and vertical forms of leadership can be conceptualised as shared so long as others agree to go along with it”
<p>Toward a framework of social change leadership</p>	<p>This paper presents and describes an emergent framework of social change leadership, based on a multi-year, multi-modal, qualitative study of social change organizations. The</p>	<ul style="list-style-type: none"> • Transformational leadership studies heighten attention to the symbolic and emotional aspects of the work, stressing concepts such as vision, inspiration, role modelling, intellectual stimulation, meaning making, empowerment, and collective identity • Learning about leadership in social and organisational contexts can contribute

<p>Ospina, S., & Foldy, E. G. (2005). Toward a framework of social change leadership, 1-54.</p>	<p>framework poses that the consistent use of a set of leadership drivers, anchored in a set of assumptions and core values of social justice, helps members of these organizations engage in practices and activities that build collective power, which is then leveraged to produce long-term outcomes for social change. We suggest the study of social change leadership has implications for broader work on leadership, in two ways. First, it helps illuminate social constructionist understandings of leadership that see it as shared or collective rather than inherent in one or more visible individuals. Secondly, it highlights the importance of both beliefs and behaviours – worldview and action – and the interaction between them as fundamental to leadership.</p>	<p>new insights to the theory and practice of leadership</p>
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