



---

# COACHING FOR LEADERSHIP, THIRD EDITION

---

Writings on Leadership  
from the World's  
Greatest Coaches

Editors

Marshall Goldsmith, Laurence S. Lyons,  
and Sarah McArthur

**Pfeiffer**  
A Wiley Imprint  
[www.pfeiffer.com](http://www.pfeiffer.com)

---

# TABLE OF CONTENTS

---

Foreword	xiii
Dedication	xxi
Preface to the Third Edition	xxiii
Preface to the Second Edition	xxvii
Preface to the First Edition	xxxv
Acknowledgments	xxxv
About the Editors	xxxvii

---

## **PART I: FOUNDATIONS OF COACHING 1**

1 Coaching for Behavioral Change	3
Marshall Goldsmith	
2 Coaching at the Heart of Strategy	10
Laurence S. Lyons	
3 Situational Leadership and Executive Coaching	24
Paul Hersey and Roger Chevalier	

- 4 Coaching and Consultation Revisited: Are They the Same? 35  
Edgar H. Schein
- 5 Demystifying the Coaching Mystique 44  
Dave Ulrich and Jessica K. Johnson

---

**PART II: PORTRAIT OF A LEADER 55**

- 6 The Accomplished Leader 57  
Laurence S. Lyons
- 7 Writing for Leadership: Penning Your Leadership Voice 71  
Sarah McArthur
- 8 Seeking Value in a Shattered World of Work 78  
Nathan Lyons
- 9 The Right Stuff of Leadership 88  
John Baldoni
- 10 The Purposeful Leader: A Purpose Checkup 96  
Richard J. Leider
- 11 When Leaders Are Coaches 102  
James M. Kouzes and Barry Z. Posner

---

**PART III: CHALLENGES AND FORCES OF CHANGE 111**

- 12 Awareness Coaching for Men and Women 113  
Sally Helgesen
- 13 Coaching to Empower 121  
R. Roosevelt Thomas, Jr.
- 14 Leading Across National Boundaries 131  
Dr. Terence H. Kwai
- 15 Coaching for Governance 138  
Anna Bateson

16 Leadership Insight: Going Beyond the Dehydrated  
Language of Management 148

Nancy J. Adler

---

**PART IV: RECOGNIZING AND DEVELOPING HIGH-POTENTIALS 163**

17 Coaching for Engagement and Retention 165

Beverly Kaye and Beverly Crowell

18 Coaching Future Lawyer-Leaders: A Case Study 172

John Alexander

19 Team Building Without Time Wasting 180

Marshall Goldsmith and Howard Morgan

20 Leaders Building Leaders: High-Potential Development and  
Executive Coaching at Microsoft 186

Shannon Wallis, Brian O. Underhill, and Carol Hedly

21 The Care and Feeding of Hi-Po Leaders 204

Paul Hersey

22 Mentoring Is Circular 210

Frances Hesselbein

---

**PART V: INTO ACTION 215**

23 Effectively Influencing Decision Makers: Ensuring That Your  
Knowledge Makes a Difference 217

Marshall Goldsmith

24 From the FastForward Playbook: Successfully Transition  
into Bigger Roles 223

Patricia Wheeler

25 Strength in Numbers: The Advantage of Being a Top Team 229

Lawrence S. Levin

26 Double Your Value 238

Mark C. Thompson and Bonita S. Buell-Thompson

- 27 Creating Winners in the Career Game: What Every Player and Coach Needs to Know 244

Stephen A. Miles and Nathan Bennett

---

## **PART VI: COACHING MODELS AND TOOLS 251**

- 28 Coaching Tools for the Leadership Journey 253

Ken Blanchard, Madeleine Homan Blanchard, and Linda Miller

- 29 Try Feed*Forward* Instead of Feedback 264

Marshall Goldsmith

- 30 Three Types of Hi-Po and the Realise2 4M Model: Coaching at the Intersection of Strengths, Strategy, and Situation 270

Professor P. Alex Linley and Nicky Garcea

- 31 Coaching High-Potential Women: Using the Six Points of Influence Model for Transformational Change 279

Barbara Mintzer-McMahon

---

## **PART VII: COACHING FOR LEADERSHIP—PREMIUM WEB CONTENT 291**

The following materials are available for download from  
[www.pfeiffer.com/go/GoldsmithCF3](http://www.pfeiffer.com/go/GoldsmithCF3)  
password: professional

- 32 Ten Suggestions for Successful Peer Coaching

Robert M. Fulmer and John E. Brock

- 33 Coaching Executives for Succession: A Three-Phase Approach

Linda D. Sharkey

- 34 Why 360s Don't Work and How They Can

Marc Effron and Miriam Ort

- 35 Leadership and Power: Where Responsibility Makes the Difference

Bruce Lloyd

36 Coaching Executives: Women Succeeding Globally

Nancy J. Adler

37 Coaching the Coaches

Dave Ulrich

Notes 293

Index 303

## **Leaders Building Leaders—High-Potential Development and Executive Coaching at Microsoft**

**SHANNON WALLIS, BRIAN O. UNDERHILL, CAROL HEDLY**

*Adapted from “Microsoft Corporation” by Shannon Wallis, Brian O. Underhill and Carter McNamara, in Best Practices in Talent Management: How the World’s Leading Corporations Manage, Develop and Retain Talent. (2010). Goldsmith, M and Carter, L. (eds.) San Francisco: John Wiley & Sons.*

The opportunity for ongoing learning and development is a commitment Microsoft makes to all employees. Microsoft invests more than \$300 million annually in formal education programs directed at the employee, manager, and leader offered by the Corporate Learning and Development groups and other profession-specific learning groups throughout the company.

In addition, Microsoft invests in a smaller group of employees who have the potential for, and strong interest in, taking on more senior, critical roles as individual contributors or managers. These individuals are identified and considered for more focused career development, which may include participation in one of several professional development experiences known as high-potential development programs.

In identifying employees as high-potential, it is important to appreciate that natural “gifts” are not sufficient. For an employee, reaching his or her full potential depends on a combination of natural gifts, what he or she does with that talent (hard work, perseverance, courage, etc.), the experiences he or she is given, the support of others along the way, and the context/culture within which he or she operates (McCall & Hollenbeck, 2002; McCall, Lombardo, & Morrison, 1998).

At Microsoft, high-potential development goes beyond traditional management or leadership development. Instead, it focuses on *accelerating* the development of these individuals to advance to the next career stage. The remainder of this chapter will present Microsoft’s case for making a significant shift in high-potential development.

### **WHAT LED MICROSOFT TO MAKE THE CHANGE**

In 2004, Microsoft had more than 30 separate high-potential programs operating around the world. The individual programs were not aligned to Microsoft’s Leadership Career Model and were not easily scalable. Furthermore, consistent criteria for identifying high-potentials did not exist, and areas and segments independently determined the number of “high-potentials” that they wanted to develop. This impacted the larger talent management system and made movement among programs difficult when employees changed geographies, businesses, or functions. Given the various objectives of the programs, the experience of high-potentials was inconsistent across the company.

To build the pipeline of future leaders, Microsoft decided to align high-potential development to create a consistent experience.

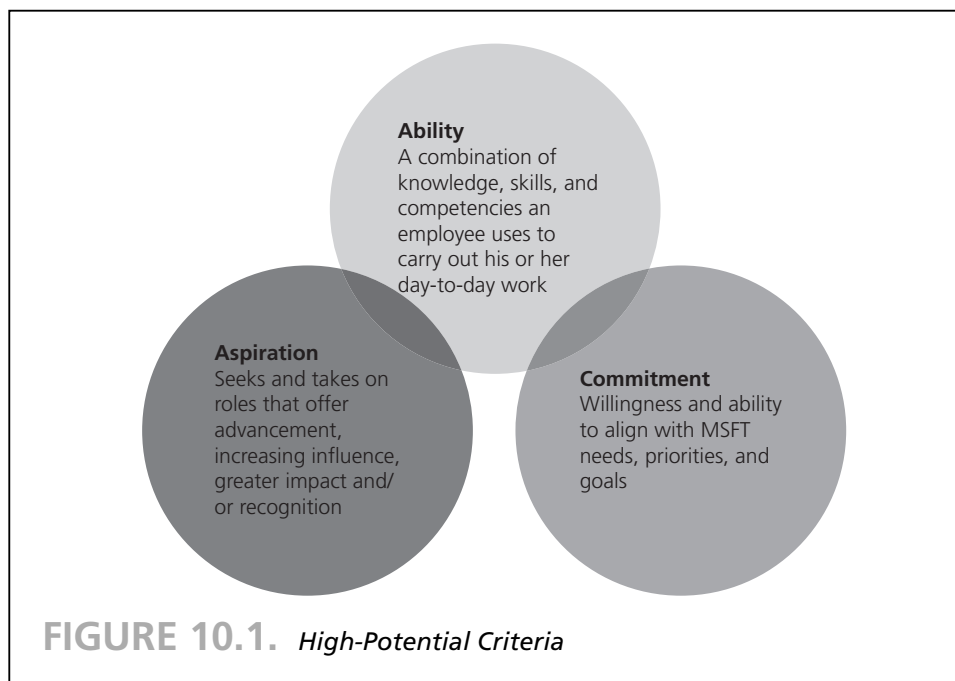
### **MICROSOFT BENCH LEADERS BUILDING LEADERS—THE NEW HIGH-POTENTIAL DEVELOPMENT EXPERIENCE**

Microsoft began with questions. What is a high-potential? How is high-potential talent identified? How many HiPos are needed to meet future demand? Finally, how is the development of high-potentials accelerated? The answers to these questions led to a new program: Microsoft Bench Leaders Building Leaders. MS Bench is a long-term leadership development experience for high-potentials. Leaders Building Leaders is a leadership development philosophy that sets up a cascading approach to the investment of time and resources by current leaders into emerging leaders at the next career stage level. Microsoft would apply this leadership development philosophy across less than 4 percent of the population or more than 3,600 high-potentials in 107 countries. To begin, they needed to identify the high-potentials.

## High-Potential Identification

Microsoft heavily leveraged the Corporate Leadership Council's 2005 empirical study, "Realizing the Full Potential of Rising Talent." A high-potential at Microsoft is defined as someone with the ability, commitment, and aspiration to advance to and succeed in more senior, critical roles (see Figure 10.1).

These roles include individual contributor, manager, technical and executive leadership. A high-potential differs from a high performer in that a high performer may demonstrate exceptional ability, but may not demonstrate commitment and/or aspiration to advance to more senior roles or to do so in an accelerated timeframe. High-potentials are a subset of high performers and are promotable into the next potential band. In other words, not all strong performers are high-potentials. HiPos must have the ability (skills and competencies), commitment, and aspiration to grow and succeed and be a top performer as a people leader in an accelerated timeframe relative to high performers. The combination of the three is required, and only those employees determined to be highest on all three are selected. As they take on risky jobs, this might slow momentarily as they master new skills, which needs to be accounted for. It is expected that they will catch up and continue on a fast trajectory.



Source: Adapted from Corporate Leadership Council High-Potential Management Survey, 2005.

## MS Bench Tiers

Once the high-potential talent is identified, Microsoft sorts them by peer level groups and career stages. Whereas in the former programs, high-potentials were grouped regardless of career stage and received similar development opportunities, MS Bench provides differentiated development. The tiers are the organizing function for offering the development experiences based on the needs of specific peer level groups and career stages. High-potentials are segmented into a four-tier system, as seen in Figure 10.2: junior individual contributors in Emerging Leader Bench; senior individual contributors and managers in Leader Bench; managers of managers, functional leaders, and business leaders in Senior Leader Bench; and general managers and vice-presidents in Executive Bench. Each tier has a different focus area based on the unique needs of the particular career stage.

Executive Bench's development focus is building enterprise level leadership and corporate stewardship, leading at increased scale, scope and complexity. Senior Leader Bench's focuses on building capacity to

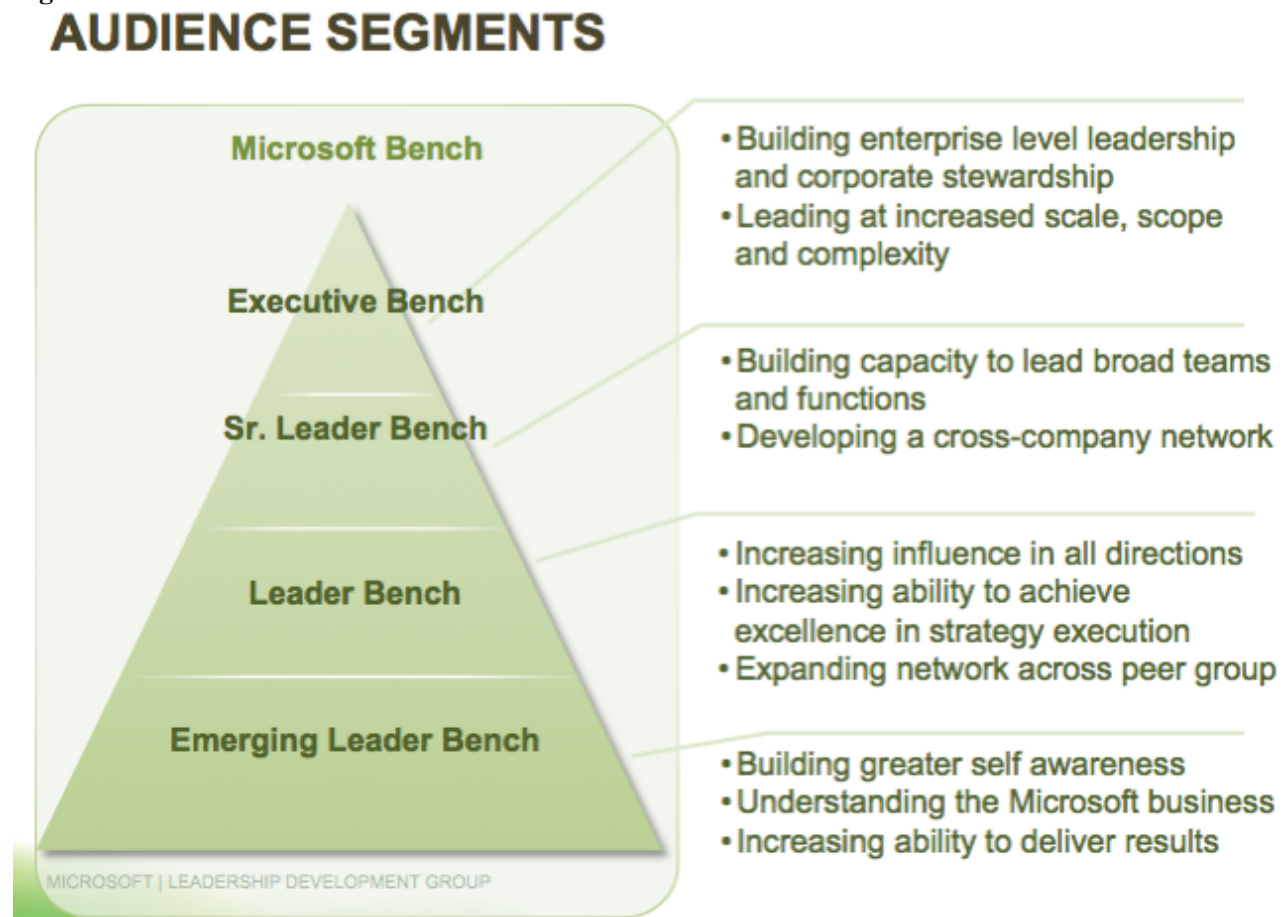


lead broad teams and functions and developing a cross-company network. Leader Bench focuses on increasing influence in all directions, increasing ability to achieve excellence in strategy execution, and expanding network across peer group. Emerging Leader Bench focuses on building greater self awareness, understanding the Microsoft business, and increasing ability to deliver results.

### Five Drivers of Accelerated Development for High-Potentials

Once sorted into the appropriate tiers, the high-potentials' development experience begins. Underlying all development are five drivers of accelerated development for high-potentials at Microsoft. The Five Drivers are development activities that *significantly* impact the development of high-potential leaders and are derived from two primary sources, the Corporate Leadership Council (2005) and Morgan McCall (McCall & Hollenbeck, 2002; McCall, Lombardo, & Morrison, 1998).

Figure 10.2: Microsoft Bench Tiers



Research indicates that five key areas, if executed effectively, have the most significant impact on high-potential development (Corporate Leadership Council, 2005):

- Senior leadership commitment to developing leaders;
- Manager capability and engagement in the development high-potentials;
- A professional network that allows for contacts throughout the business;
- A high-quality, customized stretch development plan with clear objectives; and
- On-the-job experiences.

These five areas were used as design principles in the design of MS Bench.

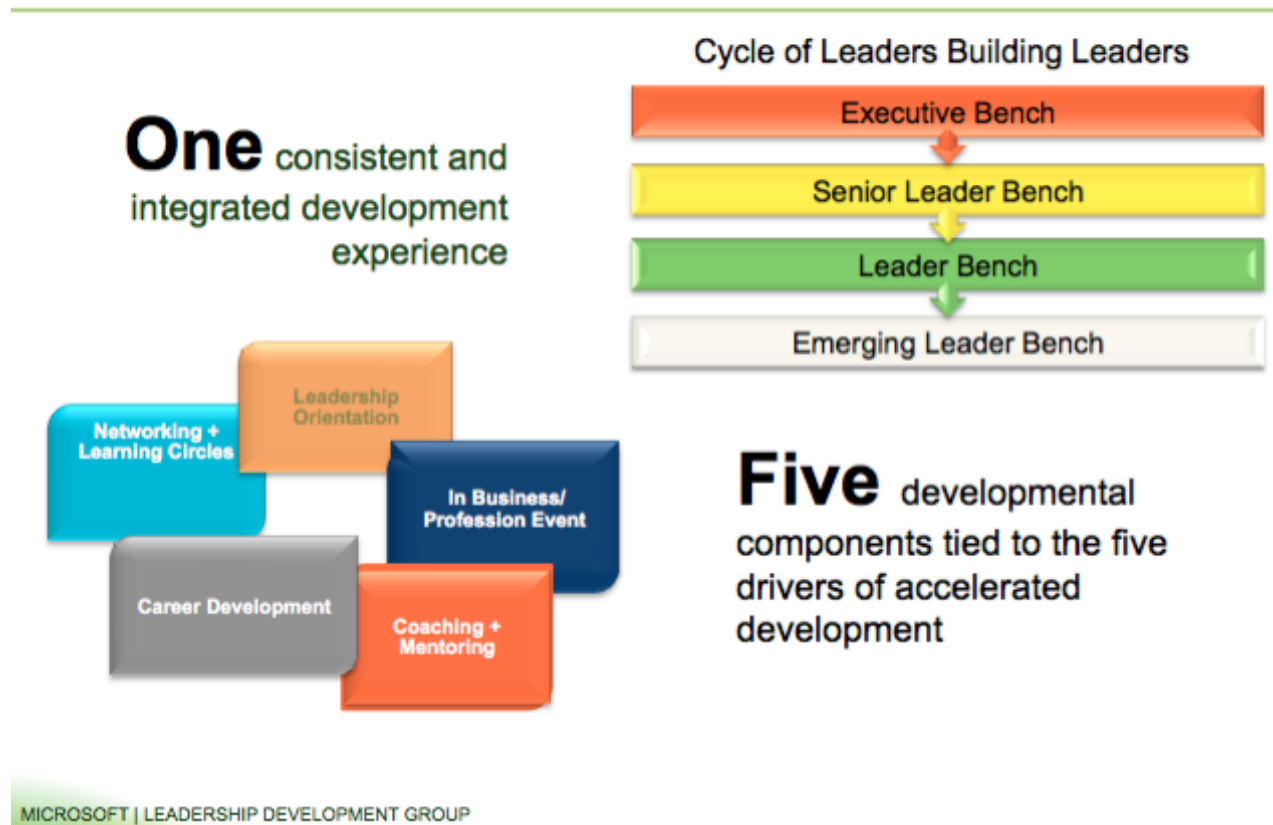
### Five Development Components

MS Bench allows emerging and experienced leaders to learn from each other through five developmental components that are tied to the five drivers. Each component is executed differently at each tier to provide a unique development experience that builds leader capability over the duration of the MS Bench experience. This creates consistency and integrated development for emerging leaders as they move vertically through the MS Bench tiers.

The five developmental components, highlighted in Figure 10.3 provide a leading-edge development experience that builds leadership capability over time.

Figure 10.3: Five Developmental Components

## What Is Microsoft Bench?



## EXHIBIT 10.1. Microsoft Leadership Competencies (Subset)

Microsoft Leadership Competencies  
Executive Maturity  
OneMicrosoft  
Impact and Influence  
Deep Insight  
Create Business Value  
Customer Commitment and Foresight

### Coaching

As a part of the overall development experience, Microsoft offers one-to-one partnerships through coaching and mentoring that involve a thought-provoking process that inspires the individual to maximize his or her personal and professional potential. Through individualized follow-up, coaching, and mentoring, they integrate learning from a variety of sources such as assessment feedback, current role experiences, and development priorities to provide a more impactful learning experience.

Coaching and mentoring enable high-potentials to:

- Build skills and close development gaps;
- Develop “big picture” understanding of Microsoft and our industry through cross-boundary and cross-role exposure; and
- Become more accountable for their own development since the coaching and mentoring process is a self-directed one.

In order to deliver MS Bench on the global scale required, partnership with external organizations was critical. As the design and implementation plans were finalized, Microsoft began a search for partners who could lend additional subject-matter expertise to a couple of key components, executive coaching and learning circles.

### COACHING AS A PRIMARY DEVELOPMENT COMPONENT FOR HIPO DEVELOPMENT AT MICROSOFT

Executive coaching is offered to all Senior Leader Bench high potential participants in the first year of their MS Bench experience. Microsoft initially met with CoachSource as the potential executive coaching partner because of numerous references to the firm noted in their study of best practices.

They selected CoachSource for the availability and quality of their global coaching pool, use of technology to support the coaching process, and the flexibility they demonstrated in meeting Microsoft’s needs. In the first year, approximately 214 of 250 leaders took advantage of the executive coaching program via CoachSource. The program has grown over the years to eventually serve over 700 leaders.

Why executive coaching? Microsoft believes that executive coaching provides the most effective ongoing behavioral development for leaders. Participants receive regular, individualized follow-up to help drive behavioral change over time. A coach offers a third-party, objective support for the leader’s improvement efforts.

The definition of executive coaching adopted is the “one-to-one development of an organizational leader” (Underhill, McAnally, & Koriath, 2007). While there are different approaches to coaching, MS Bench’s focus was around the development of leaders in the organizational context. Coaching is focused on changing leadership behavior in the workplace.

### Coaching Process

The coaching design allows for approximately two sessions per month, mostly via telephone (or all via telephone if participant and coach are not co-located). The coaching timeline is provided in Table 10.1. Coaching sessions are focused on feedback from the Microsoft 360-degree assessment, associated Microsoft leadership competencies, other relevant data points, and the Coaching Action Plan (CAP) crafted from the results of this assessment. (A sample is provided in Exhibit 10.2.)

This coaching process requires clearly defined goals to be created, which are outlined in the Coaching Action Plan. After the plan is created, it is shared with the program managers, allowing an additional audit that *tangible goals* are the central thrust to the coaching work. Goals have to be clearly identifiable and behavioral in nature to allow for the use of metrics to measure improvement at the conclusion of the assignment (see “Measuring Results”).

Following the “feed-forward” process (coined by Marshall Goldsmith), participants are encouraged to share their development objectives with their key stakeholders. Thus these stakeholders become involved in the participant’s growth by being made aware of the development objectives and are able to offer future-focused suggestions related to these areas for development. Stakeholders are then surveyed at the conclusion to measure progress over time.

Coaching is seven to ten hours spread over a maximum eight-month period. After this time, unused coaching hours are lost. This is done purposefully to encourage participants to stay active with their coaches and keep momentum alive. Leaders at Microsoft are often pulled toward multiple priorities simultaneously. Enforcing a coaching deadline, as well as cancellation and no-show policies, actually helps drive greater (and more efficient) use of the service.

All coaching activity is tracked via an online web-based database. Coaches log dates of sessions, time elapsed, and any general notes to the database. Program administrators can then easily monitor progress of the pool and provide monthly reporting.

### Participant/Coach Matching

While matching is accomplished through a “full choice” process, it is also designed to operate quite efficiently. Leaders need the element of choice, which research shows increases participant satisfaction and reduces the possibility of mismatches. Prior to program start, all MS Bench coaches indicate which of the MS leadership expectations are their “sweet spots” (coaches are allowed to select up to four of the eleven leadership competencies). Simultaneously, the development needs of the MS Bench participants are gathered. Each leader is then matched with two potential coaches based on regional location, development needs, and language requirements (in that order). An automated email is sent to the participant with coach biographies attached.

# Sample Coaching Timeline

You can manage flexibility in the framework, as required

Coaching Month	Suggested Coaching Hours, Format and Topics	Coaching/ Meeting Hours
1	<b>Session 1 (telephone):</b> Review Feedback Summary, goal setting and action planning <b>Session 2 (telephone):</b> Finalize action plan, meet with manager to gain support for action plan	1.5 0.5
2	<b>Session 3 (telephone):</b> Coaching on goals and action plans	1.0
3	<b>Session 4 (telephone):</b> Coaching on goals and action plans <b>Session 5 (telephone):</b> Review post-coaching development plan, meet with manager to gain support for post-coaching development	1.0 0.5
4	<b>Session 6 (telephone):</b> Coaching on goals and action plans	1.0
5	<b>Session 7 (telephone):</b> Coaching on goals and action plans	1.0
	<b>Total Coaching Hours</b>	<b>7</b>

Participants are encouraged to review biographies and telephone interview the first coach of interest. If this seems like a match, the participant commences with that coach. If not, he or she interviews the second coach. (And if that doesn't work, additional choices are provided, along with a website of all coach bios authorized for MS Bench.)

The selection deadline date is enforced, and participants are reminded that coach availability fills up (which it often does). This seems to encourage leaders to make their selections quickly. For example in year one, all the matching for 214 leaders was complete within only six weeks.

## Measuring Results

Two key metrics are employed during the MS Bench coaching engagement. First, a coach satisfaction survey measures participant satisfaction with their coach. Secondly—and much more importantly—a “mini-survey” measures impact. This coach satisfaction survey is automatically run after four and a half hours of coaching is logged (see Figure 10.4).

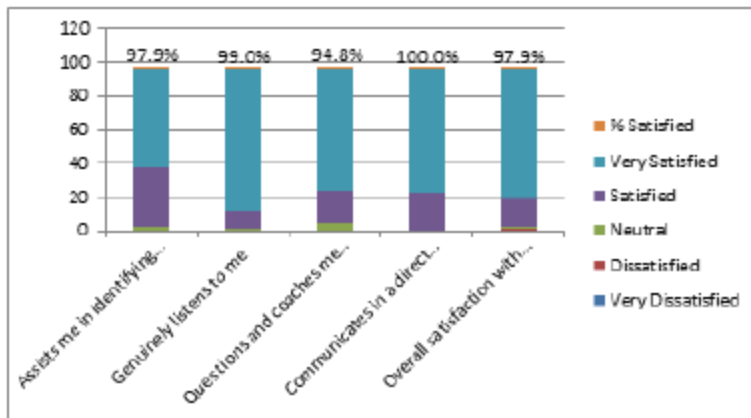
The five questions asked are: “How satisfied are you with your coach in the following areas:

- Q1: Identifies clear priorities for my growth and development
- Q2: Genuinely listens to me
- Q3: Provides specific, actionable suggestions/advice
- Q4: Communicates in a direct and concise manner
- Q5: Overall satisfaction with your coaching experience”.

This graph shows high satisfaction ratings among the five questions surveyed. These data are shared with the individual coaches and adjustments/reassignments are made for any poor feedback.

The mini survey measures improvement over time in the eyes of key stakeholders working with the executive. This is the best “impact back on the job” metric currently available. Results can be aggregated over a set of participants to show leadership impact over time. The mini uses a 7-point “less effective” (-3) to “more effective” (+3) scale (Figure 10.5).

In the first year of MS Bench, 22 percent of raters felt the participants had improved at a +3 level; 59 percent noted improvement at a +2 or +3 level; and an impressive 89 percent of raters observed improvement to some degree with the participants (+1, +2, +3 levels).



Overall Satisfaction 97.9%  
 NSAT 175.4

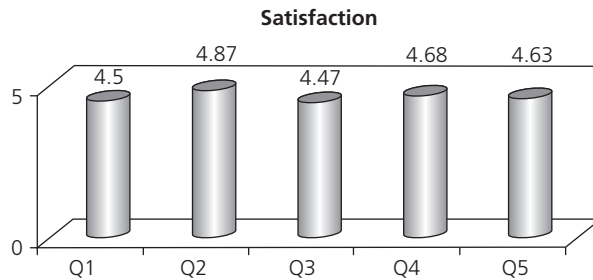


FIGURE 10.4. Coaching Satisfaction Survey Results

Figure 10.5 Mini Survey Results

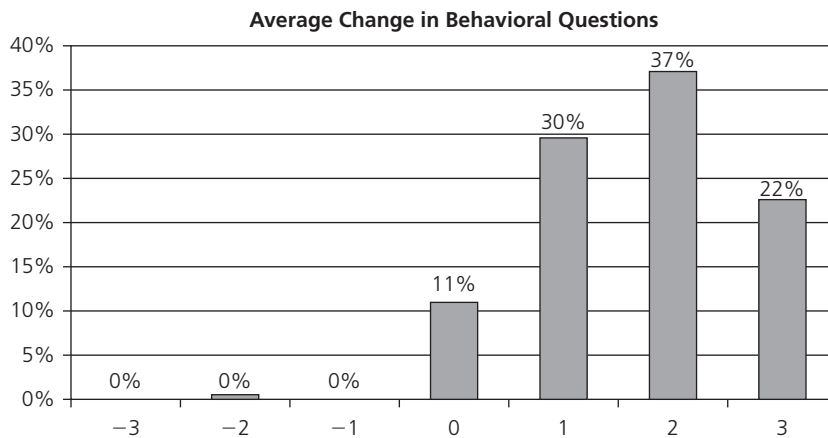


FIGURE 10.5. Leadership Effectiveness Improvement

## Roles and Responsibilities

The participant's boss is an important part of the process. In fact, one of the coaching hours is a three-way session with the participant, his or her manager, and the coach. Managers participate in follow-up metrics to measure improvement over time. Table 10.2 defines the role of the boss (as well as the other key stakeholders).

Roles are clearly delineated for each of the key stakeholders in the coaching process (Table 10.2). Clear responsibilities are defined for not just the participant, coach, and program manager but also for the participant's boss, skip-level boss, and human resources.

## Coach Selection and Orientation

After a fair amount of research into coach qualifications, the general criteria for MS Bench coaches include the following:

- **Business/corporate experience:** Does the coach have specific business or corporate experience and/or background? Has he or she coached executives in organizations of similar size, complexity, industry, etc.?
- **Coach-specific training:** Has the coach had training in a coach-specific process and skill set? How much?
- **Experience in giving feedback on 360-degree or other assessments:** Has the coach had training and/or experience in providing feedback and developing action plans around assessments that will be used?
- **Educational background:** Does the coach have a degree, and in what area?
- **Coach credentials and/or base number of accrued coaching hours:** How long has the coach been coaching? How many accrued coaching hours does the coach have?

TABLE 10.2. Key Stakeholder Roles for HiPo Coaching Program at Microsoft

### Human Resources

- Program approval and general oversight
- Approval of all communication drafts before they are sent to other stakeholders

### Coaching Program Manager (Program Office)

- Decide on coach selection criteria
- Source interested and qualified coaches
- Interview and select coaches
- Manage external coach-client match process
- Obtain contractual agreements with coaches
- Train coaches in MS leadership development process and external coaching process
- Manage and communicate with coaches throughout coaching process
- Assure surveys (for measurements) are designed, completed, and results reported
- Assure invoicing and payment to coaches
- Track themes that surface from clients to coaches and provide updates to HR

### Participant's Manager

- Meet with coach and client ideally twice during external coaching process: once at the beginning of the engagement once at the end of the engagement
- Approve and support client's action plan and post-coaching development plan

- Provide ongoing support throughout external coaching process (meet monthly with client and include action plan as an agenda item)
- Look for opportunities to acknowledge and support client
- Understand confidential nature of coach-client relationship

#### **Participant's Manager's Manager**

- Hold client's manager responsible to the client's development

#### **Participant ("The Coaching Client")**

- Review biographies of three coaches and call best-fit coach to make a selection by date indicated
- Take primary responsibility for the coaching experience, goals, and progress, including all meeting agendas, action plans, and post-coaching development plans
- Schedule/reschedule meetings with coach and manager as appropriate
- Attend and prepare for all coaching sessions
- Request manager's ongoing support throughout coaching process
- Complete co-designed fieldwork between coaching sessions
- Contact program manager if there is any dissatisfaction with the coaching relationship

#### **External Coach**

- Coach notifies program office when selected by a client and requests they complete an agreement
- Coach client in feedback of 360-degree assessment
- Coach client in qualifying and documenting goals and action plan steps, and in post-coaching development plan
- Support and hold client accountable in movement toward and achievement of goals in progressive sessions
- Co-design appropriate goal-oriented fieldwork for completion between sessions; hold client accountable for completing fieldwork
- Be responsive to client between meetings as needed via telephone or e-mail
- Attend two meetings with client and client's manager
- Hold client information and meetings in the strictest of confidence
- Contact HR or client's manager if client is not attending meetings or is unresponsive to contact to set up meetings (aside from a suspected law being broken, this is the only reason that the coach would contact others regarding the client)
- Collect themes and patterns of issues that Microsoft may need to be aware of (examples: special needs or additional training that may be helpful for group)

- **Willingness to subscribe to International Coach Federation Code of Ethics** (an ethical code in which the coach aspires to conduct him- or herself in a manner that reflects positively on the coaching profession, is respectful of different approaches to coaching, and recognizes that he or she is also bound by applicable laws and regulations): Does the coach subscribe to a code of ethics? If not, would he or she be willing to sign a contract subscribing to the ICF Code of Ethics?
- **Willingness to sign a contract for services:** Is the coach willing to sign a contract or agreement (with all of its organizational specifics) for the coaching?
- **Availability/capacity to take on new clients:** How much space does the coach have in his or her schedule to take on the number of new clients you need to have coached?
- **Specific language requirements:** Is the coach fluent in a specific language needed to coach participants?
- **Location of coach and participant:** Is the coach located in a specific time zone? Although most coaching can be done over the telephone, time-zone proximity will make scheduling easier.



Using the number of MS Bench participants and their regions, a forecast is made on how many coaches are needed in each region (based on a 4:1 or 5:1 ratio). In the Americas, a group of Microsoft coaches already met these criteria, and a majority of those were invited to return to MS Bench. Outside of the Americas, the worldwide resources of CoachSource were brought to bear to screen and bring this talent on board. CoachSource screened the coaches according to Microsoft's criteria and brought the international coaches into the pool. Local Microsoft human resources professionals reviewed these biographies and selected coaches for the pool.

Approved coaches then indicated their maximum capacity for MS Bench leaders, so Microsoft wouldn't overload them. Currently, the MS Bench pool includes 58 coaches located in 15 countries, speaking 10 languages.

Coaches then attended two virtual teleconference orientations of two hours length, the first focusing on the Microsoft business, the second specifically highlighting the details of the MS Bench program (coach expectations, the process and timeline, coach-participant matching, manager engagement, coaching success measures, and invoicing process). Coaches already working with Microsoft were exempt from the first orientation, but all coaches were required to join the second session. Microsoft's own LiveMeeting technology was used for these sessions.

### International Coaching Forum

One of the most rewarding endeavors was the Coaching Forum, held in Microsoft's headquarters in Redmond, Washington. All coaches were invited for the two-day forum. It began the night before the two days with a welcome reception. Day one included presentations by Microsoft executives and coach round-table discussions. The day wrapped up with a special dinner at the Seattle Space Needle. Day two began with joint time between coaches and Microsoft HR, presentations from several executive coaching thought leaders, a tour of the exclusive Home/ Office of the Future demo, followed by a visit (and discounts) to the company store.

Coaches were paid a small stipend, and their expenses were covered once they arrived in Seattle. They were not compensated for airfare or professional fees for the two days. Despite this limitation, 70 percent of the pool attended, including coaches from as far away as China, Ireland, England, Peru, and Australia. Feedback from the two days was overwhelmingly positive: the wealth of best-practice sharing, networking, and overall goodwill generated by the event made it worthwhile for all.

### CONCLUSION

Microsoft has a strong commitment to building leaders at all levels. The MS Bench Leaders Building Leaders program is an integrated and comprehensive high-potential development program encompassing multiple learning methodologies, tailored to each leader's level in the organization. The research-based design includes elements of assessment, coaching, mentoring, learning circles, action learning, and business conferences.

Designed into the program was an expectation that participants will give back to the program over time. As the program progresses into its fourth year, initial MS Bench participants are now participating as conference instructors and mentors for new participants. In this way, participants are learning that they are part of a community that continues to grow and develop itself beyond the initial experience.

**Shannon Wallis** is the former global director of global high-potential leadership programs and was responsible for the development of top-tier talent at Microsoft. She is an executive coach, consultant, and teacher with more than twenty years of international work experience in leadership development and organizational change. Prior to her current role, she consulted to and held management positions in Fortune 100 businesses as diverse as Coca-Cola and Universal Studios. Her degrees include an MBA from Duke University and a B.S. in human development and social policy from Northwestern University in the United States. As a speaker, she has addressed Linkage, the Society of Industrial and Organizational Psychology, OD Network, and regional ASTD and industry events, as well as multiple women's conferences throughout the United States. She resides in Fairfax, Virginia, with her family.

**Brian O. Underhill, Ph.D.** is an industry-recognized expert in the design and management of worldwide executive coaching implementations. Dr. Underhill is the author of *Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders* (Berrett-Koehler, 2007). He is the founder of CoachSource and the Alexcel Group and previously spent ten years managing executive coaching operations for Marshall Goldsmith. Dr. Underhill is an internationally sought-after speaker, addressing The Conference Board, Linkage, and regional ASTD, SHRM HRPS, and PCMA events. He has a Ph.D. and an M.S. degree in organizational psychology from the California School of Professional Psychology (CSPP) and a B.A. in psychology from the University of Southern California. He holds advanced certification in the Goldsmith Coaching Process. Dr. Underhill resides in Silicon Valley.

**Carol Hedly** is a Leadership Development Consultant for Microsoft Corporation. She is globally responsible for managing a Senior Leader Bench segment of Microsoft Bench. Carol manages Executive Coaching for Microsoft Bench, and is additionally responsible for Microsoft's global High Potential Identification Process. Carol was a key leader in the development and implementation of Microsoft's talent management platform, Career Models. Prior to Microsoft, Carol held a myriad of management positions for a world leader in workforce management services and human resources solutions. She resides in Kirkland, Washington with her family.

## REFERENCES

- Corporate Leadership Council. (2005). Realizing the full potential of rising talent (volume 1). *HR Intelligence Quarterly*.
- McCall, M.W., & Hollenbeck, G.P. (2002). *Developing global executives*. Cambridge, MA: Harvard Business School Press.
- McCall, M.W., Lombardo, M.M., & Morrison, A.M. (1998). *Lessons of experience: How successful executives develop on the job*. New York: The Free Press.
- McNamara, C.M. (2007). *Microsoft learning circles guide*. Minneapolis: Authenticity Consulting.
- Underhill, B., McAnally, K., & Koriath, J. (2007). *Executive coaching for results: The definitive guide to developing organizational leaders*. San Francisco: Jossey-Bass.