

Boeing

A leadership development program designed to broaden identified successors to executive positions and prepare individuals for a variety of new assignments while delivering solutions to top management through action learning and personal development

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Introduction—The Vision

The Executive Development Program (EDP) was established in 1995 by Harry Stonecipher, while he was CEO of the former McDonnell Douglas Company (MDC). Upon announcement of the Boeing/McDonnell Douglas merger in 1997, several programs, initiatives, and processes were identified by synergy opportunity teams as best practices and worthy of expansion into the newly merged company. (*Note:* During the merger transition period, over 100 small teams were chartered to find and assess synergy opportunities among the three companies and recommend common best practices for implementation after the merger was consummated.) MDC's Executive Development Program was one of the programs selected and has evolved to become a premier development strategy for targeted executive potentials. EDP alumni have been rotated to key assignments throughout the company; project sponsors have rated business solutions from project teams as excellent; program nominee quality has increased and the wait list is long; top executives speak at weekly breakfasts and in other venues and strongly support the program in both words and action. This chapter provides an account of the evolution of this program from its startup through merger transition and redesign into full implementation across The Boeing Company.

Building the Business Case for Leadership Development

When Harry Stonecipher arrived at MDC as the new CEO, he was disappointed with executive successor development processes. He often remarked that the fact that MDC had to bring in an outsider to fill the CEO position was indicative of a systemic problem in internal leadership development. His lengthy experience at General Electric with disciplined, sophisticated executive succession and development programs was a catalyst for the development of MDC's EDP. He was determined to build "one company" and was concerned about the lack of horizontal movement of executives among the various business units and geographic regions, a key factor contributing to separate organizational cultures. The "one company" initiative was launched when Stonecipher and his executives recognized that, since 1967 the two companies (McDonnell Aircraft and Douglas Aircraft) had not completely merged, but that additional business unit silos had emerged, creating a fractured set of company cultures, practices, and processes. Creating "one company" was a number-one priority. Stonecipher and his top executives were convinced that several executive successors must be taken out of their siloed jobs and placed in full-time, enterprise-level, project-based situations. These situations would provide top executives with a bigger perspective of the company and opportunities to broaden at an accelerated pace, and they would foster movement of individuals across the company. This would accelerate Boeing's "one company" culture, grow future leaders, and surface best practices company-wide. They began the process of reviewing their succession plans, targeting individuals for placement in this program, and surfacing business challenges for project teams.

After McDonnell Douglas and The Boeing Company merged in 1997, executive assessments were conducted on the top 200 senior executives of the newly formed company. Nineteen competencies were identified as required for future leaders of Boeing and the competencies assessed as lowest-ranking among the current top leadership involved attracting and developing employees, aligning the organization, thinking globally, driving execution, applying financial acumen, and a few others. It was clear that the company needed to focus more attention to these leadership characteristics, especially in the development of executive successors. The Executive Development Program was selected as one of the key opportunities to accelerate this development. The program was already in place, and expansion of the participant base was seen as a cost-effective way to increase executive development. The action learning experiences were redesigned to

achieve greater impact. Senior management provided more in-depth projects and challenges to the participants, thereby accelerating the cycle time for acquiring improved leadership competencies. Project teams were encouraged to surface best practices from within (and external to) The Boeing Company and accelerate the transfer of these practices among the various business segments. The resulting improvements in process quality are seen as significantly offsetting the cost of the development program. Nominations to the program are directly linked to the succession plans, thereby assuring quality candidates and targeted development of future leaders.

Program Overview

The EDP is a full-time development opportunity that provides a broad array of experiences through team approaches to solving real-time business challenges facing The Boeing Company. This is an action learning program—i.e., participants learn by doing, managing team-based projects that are targeted to address their development needs while delivering recommendations that can be implemented throughout the company.

Target Population

Twice a year, middle managers who are near term or ready-now successors to E-series positions (Boeing's terminology for executive positions) are nominated by top executive management to participate full-time in the program. Program duration is intended for an 18–24 month period. To maximize the experience, participants co-locate with their teams, thus developing a familiarity with the geographic and business unit diversity of the company. A minimum 1-year participation commitment is critical for both program process analysis performance and individual development. Participants are exposed to new career options as they experience the EDP. It is anticipated that they will exercise one of these options to explore a significant job change upon completing the program.

The Benefit of the Program Is Twofold

The key benefits of the EDP are leadership development and process analysis. Each is critical to the ongoing success of The Boeing Company. The leadership development aspect provides participants an opportunity to broaden their organizational and functional exposure and experience. The second aspect of the program design, process analysis, provides a mechanism for examining critical processes across the corporation and identifying and sharing the “best practices” for implementation enterprise-wide. Key developmental experiences include the following:

- Exposure to key management and business issues and decision processes through participation in cross-functional, cross-regional EDP Project Teams addressing major enterprise-wide, high-leverage processes or problems

- Presentations of recommendations based on business case analysis to project sponsors and other process owners for review, approval, and implementation
- Attendance at external executive development programs recognized for excellence and leading-edge expertise (e.g., Stanford, Michigan, MIT, Wharton)
- Development of personal leadership skills through highly focused individual analysis (e.g., the Leadership Development Intensive at John Scherer & Associates)
- Opportunity for executive exposures, including mentorship arrangements
- Other special projects, seminars, and unique individual opportunities
- Opportunity to work in several regions of The Boeing Company, nationwide

Projects are identified and sponsored by senior executive leadership. EDP participants team together in a boundary-free environment to assess actual and substantial business issues using various process analysis techniques. The “customer” for the process analysis provides a general description of the business concern and the affected processes, including the key issues, scope, and potential benefits resulting from enterprise-wide implementation or resolution. The team is responsible for analyzing the issues, developing recommendations, and presenting these recommendations to management. This requires extensive travel, often working virtually from laptops and cell phones, on the following monthly schedule:

- One week spent in company headquarters in Seattle, Washington
- Two weeks spent in locations supportive of the project requirements (could be anywhere)
- One week spent at the home Boeing facility working virtually with team on project

Participants work a 10-hour day, 4 days a week, and travel home each weekend on their own time (e.g., Thursday night, Friday morning, Sunday evening) to ensure quality time with family and friends.

The Redesign Process

Influencing the Evolving Infrastructure

As a result of the merger of three aerospace companies, human resource policies and processes were evolving during the first few years, taking advantage of the best practices of all three firms. It was imperative that the EDP processes were aligned with key HR processes to ensure effective selection, training and development, compensation, and exit strategies. Since the new HR processes were under construction and were somewhat of a “moving target,” the implementation of the modified EDP was difficult. Succession planning was the key process supporting both entry to and exit from the program. The formal, company-wide succession planning process was not in place until much later in the transition period and required the EDP to use interim processes for about 2 years. The Boeing-wide leadership development curriculum was also in transition, with a new chief learning officer hired 1 year after the merger. Company-wide compensation systems as well as job classification structures were also in development at this same time. The executive management of human resources was aware of the need for strong alignment and was extremely supportive of the EDP. They made an effort to include EDP management in various committees and policy decisions as these processes evolved. EDP project teams were requested to work on some of these HR process improvements. The EDP was seen by human resources development (HRD) specialists as a unique development opportunity that required nurturing and alignment with current and future training and development strategies. It was not seen as competing with any development initiative.

Surfacing Executive Expectations

As part of the marketing of the program, the design team requested the assistance of an internal communications specialist. The corporate communications department provided the team with a writer/editor and support from the graphics organization. The communications specialist conducted face-to-face and telephone interviews with several key senior executives, asking them about the program, their ideas on developing leaders, and their expectations of the program. Executive perspectives were documented during these interviews and utilized to revamp the program. Senior executives genuinely felt that

they were influencing the reshaping of the program and knew that they had a direct influence on its success. The quotes from these interviews were used in subsequent news articles and a brochure. Also, during this same period, The Boeing Company developed a set of leadership competencies that would become the foundation for future development programs (Exhibit 1). Once these competencies were established, the top 200 senior executives participated in an extensive assessment process to surface the summarized “as is” condition of their own behaviors and skills. The summarized list was shared widely with management throughout The Boeing Company, indicating the highest, middle, and lowest-ranking competencies of the current top executives. Most of the newer leadership development programs were designed to meet the lower scoring competencies. These competencies were also a focus of the EDP and assisted in the redesign of the program. Special attention was given to developing and coaching others, giving and receiving feedback, displaying business acumen, and maintaining teamwork competencies.

Assessing the Current Program

Soon after the merger, the program office requested the assistance of the Organization Development group. They were asked to put together an assessment process that would gauge viewpoints of various stakeholders and assess several aspects of the current program (the McDonnell Douglas original design). The OD group and the program office created a process model/hierarchy that provided an architecture around which to formulate questions. A set of specific questions was created for each process (e.g., soliciting candidates, obtaining projects, developing participants, developing and managing exit strategy, managing projects, marketing the program, etc.). Stakeholder categories were created (e.g., current participants, alumni, project sponsors, nominating sponsors, senior executives, internal audit management, etc.) and a random list of names from each category was identified. For approximately two months, OD consultants interviewed the randomly selected individuals, asking them the specific set of questions, obtaining additional comments for each process, and ending with the standard, “What would you like the program to start doing, stop doing and continue doing?” The responses were summarized in an extensive report to the program office, internal audit management, and the participants themselves. Ideas for process improvements were solicited in a two-day offsite meeting with the participants and so began the redesign process.

Key Elements of the New Design—Development Strategies

Development Needs Assessment

Upon acceptance to the program, participants discuss their development needs with their nominating sponsor and document them prior to entry. The Nominating Sponsor's Proposal (Exhibit 2) is prepared jointly, signed, and forwarded to the EDP office. Leadership competency development needs are selected from the list of The Boeing Company competencies. These are the development needs that the participant hopes to have addressed while on the program for 18 to 24 months. These development needs are the basis for future project assignments, optional training programs, external executive program selection, personal development coaching, feedback requests, and so on. These development needs are dynamic and are often modified during the program. They are the focal point for career development planning, which will be discussed below.

The Nominating Sponsor's Proposal also shows commitment to development and provides a "safety net" (described in the following paragraph) thereby minimizing the initial concern regarding placement upon graduation:

We expect that Joe may be exposed to new career options as he experiences the Executive Development Program. It is anticipated that he may exercise one of these options and explore a significant change in job upon completing the EDP. We agree to assist him in exploring these options and will arrange the appropriate executive exposures in support of Joe's career development. However, at a minimum, we will assure Joe that he will be returned to our organization in an equivalent position upon completing the EDP, to minimize any risk associated with this development assignment.

Also, upon entry to the program, participants are requested to provide names of peers, customers, superiors, and subordinates from whom feedback on leadership behaviors will be requested. Within one month of entry, a 360-degree feedback tool (*Acumen Leadership Style Inventory*) is sent out to people on the list and the responses are summarized for future use in the Leadership Discovery—LDI offsite described next.

Developing Career Planning and Management Skills

As participants join the program, they are immediately aware of the prospect that the next 18–24 months will provide them with insights into new career options. They also realize that they are now teamed with individuals from all over the country, different product divisions, and different functional disciplines. They are no longer a part of a traditional organization with a management hierarchy, siloed job families, well-defined tasks and deliverables, processes with boundaries, and people who are familiar with each other. The infrastructure is not set up to manage the careers of individuals—rather, individuals decide to take advantage of various development opportunities and must take charge of their own careers. Entry into this program really brings this point home, especially as participants become further removed from their nominating organization. In addition, the merger created significant changes in the organization—nominating sponsors changed jobs or left the company, organizational structures and alliances changed, new faces appeared in the new management structure, geographic locations and associated businesses/products changed or were even eliminated. This event gave participants insights as to their responsibilities to manage their own career. They realized that they had to quickly take the time to create a career development plan and self-manage to that plan. They had to keep their development needs in perspective, get on projects that addressed those needs, develop networks that provided them with new insights and perspectives, regularly share their needs with others, deal with the insecurities presented by being on the program and not in a “real job,” and become well-versed in career management techniques.

To assist the company in the development of a curriculum that addresses these needs for self-managed career development plans, the design team partnered with a recognized outplacement firm. Together, the outplacement firm and the design team created and continuously improved a mandatory curriculum to supplement the individual development needs. Exhibit 3 contains the career management curriculum as it is delivered today. At first, participants viewed the curriculum and remarked, “I already know how to do this.” However, attendance at the first class moved these “nonbelievers” from dubious to a believer in the need for improving their skill sets. In a company the size of Boeing, individuals who can master the skills listed and do not assume that someone else will manage their careers have the advantage of spotting opportunities and capitalizing on them.

Leadership Discovery—Leadership Development Intensive

As a key element of effective leadership, discovering and knowing who you are and what your values are is critical. In the old program, participants attended a traditional 5-day offsite meeting, using several assessment tools, teaming to surface unwelcome leadership behaviors and reinforce individual improvement efforts. They usually return from a good bonding experience with a thick notebook full of assessment data to contemplate. During

the assessment of the program processes, this experience was questioned and the company began to search for a deeper, more meaningful experience. Program developers were anxious to help the participants look more inwardly to adapt a more flexible style of leadership and a more resilient identity and purpose. The Leadership Development Intensive (LDI) was selected, designed, and delivered by John Scherer and Associates from Spokane, Washington. Their approach is to “expand the mind, stretch the body, deepen the spirit.” They are a small firm, willing to accommodate new requirements and ideas, genuinely interested in making a difference in the lives of the participants. The offsite experience challenges the participants current thinking, relaxes and strengthens the body with yoga and aikido, and deepens their connection to that that is most important in their life. They can count on the following outcomes:

- Unhook yourself from counterproductive reactions and patterns
- Resolve unresolvable conflicts with courage and grace
- Know the difference between problems to be solved and polarities to be managed
- Produce extraordinary results in the face of obstacles and resistance
- Integrate body, mind, and spirit by making significant lifestyle changes
- Turn your work into a powerful vehicle for rich, lifelong development
- Become a communicator who can hear and be heard
- Work with a greater sense of purpose

The EDP director attended a public seminar and experienced the program first hand. Her assessment was very positive and the customization began. The customized approach provided the project teams with a new opportunity for participants to get “below the waterline” in their depth of understanding of themselves. The first group attended the offsite in a wooded, secluded meeting center and the response was overwhelmingly positive. The EDP was commended for taking a risk and offering something out of the ordinary. The changes in behavior and bonding among teammates was outstanding. The same results have been seen in subsequent groups. While the LDI doesn’t necessarily offer new ways to self-assess and explore oneself, the combination of techniques and the orderly transition through the exploration are most effective. Comments like “this has been a life-changing experience,” “I have never experienced this depth of understanding before,” “my life will never be the same,” and “all Boeing executives must go through this program” are not uncommon. One of the primary outcomes of this program is the development of a “purpose worthy of who you are.” When participants return from the offsite, they share these purpose statements with several stakeholders in their development and their careers. The purpose statement becomes part of their career development planning process and the foundation from which they will make future decisions regarding potential permanent assignments. Most come to the conclusion that if

they leave the EDP to take a permanent assignment that does not align with the “purpose worthy of who they are,” they will not be motivated to succeed. This purpose statement process is key to leadership discovery.

Leadership Discovery—Executive Exposures

Prior to the merger, The Boeing Company had a 15-year-old leadership development program, also managed by internal audit, called Management Control Systems Audit (MCSA)—Loaned Auditor program. First-level management candidates are targeted to enter this program for 12 months in an action learning experience, conducting internal audits of various processes throughout the company. This program continues today and has been expanded to include all business units of the newly merged Boeing Company. This leadership development program is managed by the same EDP office staff. An element of the loaned auditor program that was adapted for EDP was the weekly executive breakfasts. Each Wednesday, a senior executive comes to talk informally with EDP participants and Loaned Auditors for an hour about their business challenges, leadership philosophies, and backgrounds. The questions from the audience make for a lively discussion. The executive speaker is often impressed with the depth and breadth of the participants, and follow-up discussions are not uncommon following the breakfasts. In addition, luncheons with executives are arranged for EDP members. Most of the senior executives have given them an open invitation to attend weekly staff/business meetings and process council events. Project sponsors provide significant exposures to EDP project teams while they are working in the region.

Leadership Discovery—Development Coach

Within three months of joining the program, EDPers are provided with a personal development coach to assist them in behavior change, career management, or life planning. These coaches are outside consultants, well-versed in executive coaching techniques and are brought together quarterly to share trends, concerns, and improvement ideas. The assignment of a development coach coincides with the attendance at the LDI so that coaching can reinforce the learnings from the intensive experience. The discussions between coach and EDPers are confidential and are not shared with The Boeing Company. This is a relatively new process (10 months) and EDPers are not sure how to utilize the coach, what the roles should be, how much to share, who to trust, and so on. In the last group meeting with the coaches the design team decided to get 3 more months of experience and then try to formalize the expectations, roles, and responsibilities and improve the process as necessary. The use of external development coaches is very limited in The Boeing Company and only used at the top levels of the organization in a structured program context. The company’s experience with this development strategy is minimal and the evolution is inevitable.

External Executive Education

Each participant is afforded an opportunity to attend 2 weeks at a recognized executive education institution during the program. MIT, Harvard, Wharton, and Stanford are but a few of the schools that EDPers select in fields ranging from finance for nonfinancial managers to developing a global operations strategy. EDPers are encouraged to discuss their options with a wide range of executives throughout the company (those from their sponsoring organization as well as those in new parts of the company who might be interested in the EDPer when he/she graduates from the program). EDPers then prepare a briefing when they return from the executive education program and share it formally with other participants and members of internal audit as well as the executives who encouraged them to attend. This increases the networking opportunities for the EDPer to be viewed as a resource to the organization. Briefings and the extensive notebooks of materials received at the external executive education programs are filed (electronically and manually) in the central EDP library for all to use. A database of who has gone where is kept for future reference.

Team/Project Assessment Processes

As projects are kicked off, a formal “norming and storming” session is facilitated to develop the teamwork required on the project. These norms are addressed periodically in facilitated sessions at least twice more throughout the project. Individuals receive direct, honest, and authentic feedback from their teammates in a nonthreatening, low-risk environment. The feedback is not shared outside of the team and the individual is responsible to use the feedback to accelerate their development. Development coaches are notified after a team assessment session has been completed and are encouraged to contact their “client” to see how it went, reinforce behaviors, coach new behaviors, and so on. The program processes are ripe with opportunities to give and receive feedback, a key learning objective of the program. At the end of the project, the team identifies key stakeholders in the project and a third party conducts an interview with the stakeholders and prepares a written report of findings. These are shared with the team, summarized quarterly, and trends are identified. Exhibit 4 is the first page of the report issued by the consultants and describes the process.

Building Teamwork/Networking Among Participants

One of the advantages provided by this program is the extraordinary opportunity to team build and to develop new networks of people who are a resource to each other while on as well as following the program. All efforts in this area are focused on changing attitudes about networking and teaming to ensure that common interests can surface and contributions to each other can be achieved. To be in the service of each other is a

common theme. Many events are held to assist in accelerating teambuilding and networking. For example, each Wednesday, communications meetings and peer reviews are held (face to face or virtually) with all EDPers. Every quarter, an all-hands, face-to-face, two-day event is held—one day of social gathering (golf, community service, etc.) and one day of training/process improvement discussions. Every Tuesday in Seattle (at the corporate apartment complex where apartments are maintained for EDPers), a social gathering (pot luck, dinner out, sporting event, etc) is scheduled. Project teams travel together whenever possible. Random events occur and the EDPers themselves set up opportunities to get together. With so much travel, it helps to continually develop the relationships that are supportive and nurturing.

Key Elements of the New Design—Selection and Orientation Process

Selection Criteria/Program Familiarization Briefings

While senior executives manage the selection process, the EDP office validates nominations by review of succession charts, rate progression, current and prior job assignments, and nomination forms and résumés. To ensure quality nominations, presidents review all nominations and down-select finalists. The commitment to the program is significant, given the 24-month assignment, the extensive travel, the impact on family and friends, and the apprehension caused by working out of the comfort zone of expertise and familiarity. Therefore, a program familiarization briefing is held 2 weeks before the program start date. Nominees are invited to a 5-hour briefing, a roundtable discussion with either the COO or CEO, and are given material to take back (e.g., Frequently Asked Questions—see Exhibit 5) and discuss with their stakeholders. Following the briefing, nominees are given 1 week to fully commit to the program. These briefings include program details, expectations, what the program is, what it isn't, and a panel discussion (including Q&A) with randomly selected current participants.

Managing Expectations/Orientation Program

When management nominates individuals to the program, they may inadvertently raise expectations of the nominee beyond what the program can provide (e.g., alleging promotion opportunities at the end of the program is inappropriate). Nominees may develop misconceptions as to program details and offerings and what to expect upon graduation. Often, nominees set unrealistic expectations with their spouses and/or significant others as they enter the program. To ensure that clear expectations are set early in the process, both the familiarization briefing and the first-week orientation process are full of reinforcements. The program is positioned as an accelerated development opportunity that is deployed to broaden individuals in ways that their current assignment cannot. It provides participants with opportunities to work all over the nation, in functions and business units in which they need familiarity. It is a chance to build an entirely new network and become a resource to more people. It is expected that upon graduation, participants will make a major shift in their career patterns—changing

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job function/discipline, geographic location, or business unit, resulting in a significant change in roles and responsibilities. The expectation that someone else will arrange this successful exit is quickly dispelled. A dependence on the infrastructure to ensure that development occurs over the 24 months and that a permanent assignment awaits upon graduation is also dispelled early in the briefings and orientation. The program *does* commit to providing opportunities to develop superior career management skills that will last a lifetime, thus eliminating the dependence on others. It is up to the participant to take advantage of what the program offers. During orientation, 2 days of project management skill training is provided by a specialized consultant firm due to its criticality to the success of the EDP projects.

During the orientation, spouses and/or significant others are brought to Seattle and given a full day of transition training, dealing with concerns, fear of the unknown, frequently asked questions, and their commitment to their partners' career development. Often spouses create a support network among themselves during this session. Expectations are made clear in this meeting as well and partners are brought together at the end of the day to share insights. Social interactions are planned twice during the orientation week, with current participants invited as well.

Key Elements of the New Design—Project Nomination and Selection Process

Solicitation of Projects

Three times per year, the program office sends out a written request for projects, carefully outlining the criteria for selection. Exhibit 6 is the Project Nomination form used by management to describe the business issue and indicate benefits of this project to the company and the participants. This takes approximately 6 weeks from start to finish. Executive assistants to the business unit presidents usually handle this solicitation and down-select process. They work closely with the EDP office during the process, validating the alignment of their proposed projects with the objectives of the program, as well as ensuring that the top business issues are being considered. Project Nominations are prioritized by each business unit president and submitted to the EDP office for consideration.

Company-wide Down-select Process

Once all project nominations are received, internal audit directors participate in rating each project against the established criteria (e.g., potential cost impact, enterprise-wide impact, new business opportunity, applicability to development needs of the EDPers, impact on managing for value, etc.). Projects are plotted on a process map to assess functional area coverage (e.g., manufacturing problem, business development issue, finance process improvement, etc.). Business unit and regional coverage are also considered. The top 10–20 projects (depending on available EDP resources ready for new projects) are presented to the CFO, treasurer, and controller to validate that key business issues are being addressed. Once priority is set, business unit presidents are notified of selection and asked to have focal points on hand on project kickoff date. Projects not selected fall off the list and usually do not reappear during subsequent solicitations since working projects that have a sense of urgency and high-impact potential take first priority.

Matching EDPers and Forming Teams

As development needs are met and/or changed throughout the program, EDPers modify their personalized development plans to reflect status. Exhibit 7 is a sample development plan that shows how projects are meeting the development needs of the EDPer as well as other development opportunities of which the individual has taken advantage. Prior to each new cycle of projects being started, one-on-one discussions between the EDPer and the program office management are conducted to surface outstanding development needs (e.g., exposures needed to business units, regions, functions). A matrix is created that lists these outstanding needs. Projects are assessed as to what development exposures they offer and the matching begins. Every effort is made to get a diversity of region, function, and business unit background on each team. EDPers are not placed on teams with prior teammates whenever possible to enhance learning and networking opportunities. Every EDPer is afforded an opportunity to lead a project team—this is another key development experience, leading a cross-functional, cross-cultural, cross-business unit team of peers over whom you have no authority. To minimize changes and eliminate undue influence, the team matching process (including the identification of the lead) is handled by program office management behind closed doors until teams are firmly set, EDPers are notified of their teammates, and new projects are announced in a facilitated project kickoff session. To date, the design team has been very successful in meeting outstanding development needs and EDPers are very excited and energized by their projects.

Key Elements of the New Design—Project Management Process

Project Kickoff

An entire day is dedicated to a facilitated session where team “norming and storming” is accomplished, projects announced, scoping and consulting strategies discussed, and initial phone calls to project sponsors are planned and executed. Consulting skills and strategies are reinforced during this session in as much as EDPers are acting as internal business consultants during their projects. Travel schedules are developed for the next 3 months to assist the program office in space planning and setting up the first set of peer reviews. EDP project teams begin working on the project the very next day, setting up meetings and scoping the project.

Managing the Projects—A Disciplined Approach

Analysis of a process or problem typically requires the following:

- Study of the issues
- Data collection at various business units and regions
- Comparable data collection from benchmarking other companies
- Coordination with key executives
- Analysis of the gathered data
- Preparation and presentation of data findings and recommendations to appropriate company-wide process councils and other stakeholders
- Follow up on recommendations

Rather than spending time in this business case on this process, which is extensive, suffice it to say that all teams follow this a basic project management flow (see Exhibit 8). It continues to be improved as a model that will accommodate the future vision of the internal audit function, which intends to change its support mix from predominantly traditional audits to more internal business consulting. An element of this process that is being improved significantly in 1999 is the follow-up process. Once recommendations are made, it is incumbent on internal audit to follow-up to see what has been implemented, especially where risk of not implementing is significant. It is anticipated that business unit senior management will be advised of significant risks in failure to execute recommendations, with potential notification to the board of directors, should the lack of action be deemed irresponsible. In an effort to provide the reader with a sense of projects, Exhibit 9 reflects a breakdown of a recent cycle of projects by region, business unit, and function. The projects provide an enormous diversity of exposures for the EDPers. Projects are closely linked to internal audit projects and information is shared across all regions. Often, internal auditors join EDP project teams to provide subject matter expertise. Project team coaches also are assigned from internal audit management to ensure alignment with process, business issue resolution, resource support, and increased executive exposures during the project. The increased involvement of permanent auditors and management has enhanced their own development and improved the sharing of best practices across the company.

Exit Management

Networking

Throughout the 24-month program, every effort is made to shift participants' perspectives on the purpose and value of networking. In addition to including this skill in the career management curriculum, speakers are brought into the quarterly meetings to reinforce the principles. One such resource is Donna Fisher, author of *Power Networking* (1999). She has had a tremendous impact on the participants in reshaping their use of networking as a continuous opportunity to be a resource to others so that when you need to periodically engage your continually growing network as a resource for yourself, it will be there. Many people view networking as a one-way event—whom can I network with who will do something for me? The design team is shifting the EDPers' attitudes to see themselves as resources to others, especially their fellow EDPers. The social skills associated with networking are critical and strongly emphasized. If an EDP participant is successful at building networks by being a resource to others, his or her exit strategy will be greatly enhanced. The leadership development program design team encourages them to build their networks early in the program and utilize the skills for life.

Succession Planning Exposures

Twice a year, The Boeing Company conducts succession planning. The EDP office takes advantage of this periodic process by creating detailed information regarding the current EDPers and sharing it widely with executive management. The EDP Web site contains this detailed information, including résumés and project description and results. The leadership development program team makes this information readily available for management to assess to meet their future needs. Management is encouraged to achieve diversity of function, geography, and business unit among their succession candidates, and the EDP pool is a great source for several different jobs.

Executive Support

For those EDPers who have successfully built an extensive network over the 24-month period (and before entry to the program), the executives in their network are very willing to guide them in targeting a job opportunity and facilitating a meeting with the organization. EDPers can engage their own network to provide support to another EDPer in gaining quick access to an executive who might have a future opportunity for a challenging assignment. Without exception, the program has not had to resort to top management *directing* placement of any individual graduating from the program. Undoubtedly, those EDPers who have taken advantage of the career management skills training, practiced the techniques, built an extensive network particularly among each other, and shown exceptional ability throughout their projects will be most successful in identifying their exit opportunities. The uncertainty in the exit process often affects the emotional stability of participants during the program. Their ability to deal with this uncertainty and turn to their network for ideas and support continues to be a competitive advantage.

Evaluation—Results to Date

Placement Results

The following reflects the career changes that have occurred for the program graduates:

- 65% have changed job function/discipline
- 44% have changed geographic locations
- 44% have changed business unit
- 50% have been promoted

Exit Interview/Survey Results

Exit surveys and interviews reflect the overwhelming satisfaction of participants with all program elements:

- Development opportunities—“outstanding,” “was able to immediately apply learnings”
- Project experiences—“I learned more about the company than I ever knew existed.”
- Peer relationships and networking with each other—“Could be the best part of the program—the networks we developed will be used throughout the year.”
- Met expectations—“Far exceeded my expectations—never knew what was possible.”

Customer Satisfaction (Project Sponsors/Stakeholders) Results

The third-party interview reports have been summarized each quarter and the results are very positive. Negative trends, minor to date, are surfaced and process improvements made to mitigate concerns. A few quotes are included below to illustrate the sense of satisfaction with project work:

- Communication—"The team did an excellent job of keeping us informed—they had a disciplined approach to status reporting and were able to engage all stakeholders."
- Collaboration—"lots of teamwork displayed—a real can-do group—very respectful of each other—the interaction was positive—ideas were always flowing"
- Project recommendations (quality)—"Their recommendations were right on the mark—I was amazed how much was accomplished in so little time. We intend to implement all ideas."
- Making a difference—"The out-of-the-box perspectives took us to a new level—our processes are already improved. Just having them in our organization got us thinking in different, more productive ways."

The Boeing Company is pleased with the results that this program has achieved. With only 4 years of experience, the program is well-positioned to face the new millennium, looking forward to the continuous challenge that leadership development brings. The company plans to share this program extensively among other companies, thereby perpetuating action learning, job rotation, career risk-taking, and positively influencing and reshaping future leadership development strategies.

EXHIBIT 1: Executive Competencies

Thinking Factor

Using Sound Judgment: Develops and applies broad knowledge and expertise when addressing complex issues; identifies interrelationships among issues and identifies the implications for other parts of the business; takes all critical information into account when making decisions; makes timely tough decisions.

Shaping Strategy: Understands the organization's strengths, weaknesses, opportunities, and threats, external developments and trends, customer and market needs, and competitor actions; develops strategies to achieve sustained competitive advantage; identifies critical goals and success factors; pursues initiatives based on fit with broader strategies.

Demonstrating Vision: Has a clear vision for the industry, business, or operation; maintains a long-term, big-picture view; foresees obstacles and opportunities; generates breakthrough ideas.

Applying Financial Acumen: Understands the meaning and implications of key financial indicators; manages overall financial performance (current results and long-term value); uses financial analysis to evaluate strategic and opportunities; balances risks versus rewards in investment decisions.

Management Factor

Aligning the Organization: Translates broad strategies into specific objectives and action plans; creates or modifies structures, processes, and systems to support strategic priorities; integrates efforts across functions and locations; obtains and allocates needed resources; assigns clear authority and accountability.

Driving Execution: Monitors performance against key operational and financial results; provides resources and support to ensure that key strategies and results are achieved; improves the operating effectiveness of the business; holds people accountable for achieving their goals; tackles problems before they become crises and resolves them efficiently and effectively.

Leadership Factor

Leading Courageously: Maintains and projects confidence in all situations; projects credibility and poise even when challenged; shows a willingness to take risks and act independently; takes personal responsibility for actions.

Inspiring and Empowering Others: Creates a climate that fosters personal investment and excellence; nurtures commitment to a common vision and shared values; gives people opportunity and latitude to grow and achieve; sets high expectations and conveys confidence in others' ability to achieve them.

Influencing and Negotiating: Promotes ideas and proposals persuasively; provides compelling rationales for arguments; builds a broad base of support among key stakeholders; negotiates win/win solutions.

Attracting and Developing Talent: Identifies the competencies needed in the workforce; attracts high-caliber people; accurately appraises the strengths and weaknesses of others; provides constructive feedback and coaching; develops successors and talent pools; addresses career development and work environment issues that impact retention.

Fostering Teamwork and Collaboration: Promotes collaboration and teamwork across organizational boundaries; breaks down polarized perspectives and builds consensus; collaborates as a team player.

Interpersonal and Communication Factor

Building Relationships: Cultivates an active network of relationships inside and outside the organization; relates to others in an approachable manner; responds to the needs and concerns of others; accepts and accommodates a variety of interpersonal styles.

EXHIBIT 1: Executive Competencies (*concluded*)

Inspiring Trust: Establishes open, candid, trusting relationships; treats all individuals fairly and with respect; maintains high standards of integrity; places organizational success over personal gain.

Fostering Open and Effective Communication: Promotes a free flow of information and communication throughout the organization (upward, downward, and across); listens actively; encourages open expression of ideas and opinions; expresses ideas clearly, concisely, and with impact.

Motivation and Self-Management Factors

Driving Stakeholder Success: Sets and pursues aggressive goals; drives for results; demonstrates a strong commitment to organizational success; works to do what is best for all stakeholders (e.g., customers, shareholders, employees); pursues both short- and long-term success.

Adapting: Maintains composure in stressful situations; works constructively and resourcefully under pressure; demonstrates flexibility and resilience; seeks and accepts constructive criticism.

Breadth and Depth Factor

Working Cross-Functionally: Works effectively across internal organizational and functional boundaries to provide integrated solutions; utilizes the full capabilities of each management function; demonstrates the ability to access resources and capabilities across the system; leverages cross-disciplinary knowledge; understands general management principles necessary to improve the profitability of the business.

Thinking Globally: Keeps abreast of important international trends that impact the business or organization; understands the position of the organization within a global context; understands the pros and cons of doing business in various global regions; demonstrates sensitivity to cultural norms, local customs, and taboos; pursues opportunities for global expansion; ensures that initiatives do not focus only on home market.

Focusing on Quality and Continuous Improvement: Creates an environment that supports innovation, continuous improvement, and risk-taking; leads efforts to improve or streamline processes; investigates and adopts best practices.

EXHIBIT 2: EDP Nominating Sponsors' Proposal

Nominee: _____ Org No _____ SSN: _____ Date: _____

Group: ☐ BCA ☐ CO ☐ A&M ☐ S&C ☐ SSG Business Unit/Org Title _____

Nominees to the Executive Development Program are high performing managers with near term E-series and long-term vice president potential. The program targets individuals with relatively deep and narrowly based backgrounds who are in need of a broader set of developmental experiences. These experiences are primarily obtained during a full-time assignment of 18 to 24 months to the program, working in cross-functional/business unit teams on high-leverage, enterprise-wide projects. To this end, the following are proposed:

I. We have targeted the following **Development Needs** to be met while _____ is on EDP assignment:

Functional exposures needed:	Leadership/Managerial Competencies to be developed:

Boeing Organizational exposures needed:	Other development needs:

II. We will provide a workspace for _____ at our locations where he/she will work "virtually" with his/her team approximately one (1) week a month. During these one-week residencies (and other times as appropriate), we will continue to involve _____ in our organization, providing higher level exposures to business issues and concerns as appropriate to his/her accelerated career development.

III. We expect that _____ may be exposed to new career options as he/she experiences the Executive Development Program. It is anticipated that he/she may exercise one of these options and explore a significant change in job upon completing the EDP. We agree to assist him/her in exploring these options and will arrange the appropriate executive exposures in support of _____'s career development. However, *at a minimum*, we will assure _____ that he/she will be returned to our organization in an equivalent position upon completing the EDP, to minimize any risk associated with this development assignment.

IV. In collaboration with the Executive Development Program Office, we will review _____'s involvement, development, and performance at 6-month intervals to assure continued growth and appropriateness of program assignment.

We are committed to _____'s development and career growth through participation in the Executive Development Program, and we actively support his/her involvement in it. We have discussed the above with _____ and he/she concurs.

Nominating VP Sponsor

Nominating Senior Executive Co-Sponsor

[Type text]

EXHIBIT 3: Career Management Curriculum

Identifying your Career Assets (4 hrs) (Before LDI) <ul style="list-style-type: none">• Current work trends and implications on career• Identifying your career assets, priority values, and motivators• Defining your ideal work preferences
Portfolio Development & Development Needs Planning (4 hrs) <ul style="list-style-type: none">• Determining your work competencies, skills, and knowledge• Proactively developing a career portfolio
Communication/Networking (4 hrs) (fifth month) <ul style="list-style-type: none">• Identifying your communication style and adapting to others' styles• Building relationships and exploring the landscape• Ins and outs of networking
Executive Behavior (4 hrs) <ul style="list-style-type: none">• Polishing appropriate behavior• Identifying and improving inappropriate behavior
Creating a Power Resume (8 hrs) Interview Skills Building (4 hrs) <ul style="list-style-type: none">• Types of interviews and how to prepare• How to field the tough questions• Putting your best foot forward

EXHIBIT 4: Sponsor/Stakeholder Project Assessment

Introduction

A key element of the Boeing Executive Development Program Critical is the project work done by program participants. These projects, which are sponsored by executive leadership, focus on issues critical to the success of the organization. EDP projects serve many purposes including addressing issues critical to the future of The Boeing Company, identifying and sharing best practices, and providing an opportunity for EDP team members to receive valuable developmental experiences and opportunities for action learning in the context of real and meaningful work.

In order to assess the extent that to these projects produce these desired outcomes for both sponsors and participants several feedback mechanisms are in place. These include:

- A *Sponsor/Stakeholder Survey* to determine the degree to which the project team accomplished the results agreed to in the team's charter and to evaluate the effectiveness of the processes used to execute that charter
- A *Team Effectiveness Survey*, which is a self-assessment by team members to gauge how well the team itself executed its charter during the life of the project
- A *Team Member Survey* that provides each participant with feedback regarding how well he/she executed the roles and responsibilities of a team member or team leader

This report provides a summary and analysis of the data from the Sponsor/Stakeholder Survey. The report is provided to the program's leadership team. The results of the both the EDP Team and EDP Team Member Surveys are provided directly to the members of each EDP team in a facilitated process.

Data Collection and Analysis

Data for this assessment was collected through individual interviews with sponsors and advisors of the Company Health Metrics Project using a structured questionnaire. Interviews were conducted between August 6 and September 3, 1998. A total of 5 people were interviewed. An additional sponsor has expressed a desire to participate in an interview; however, that interview has not as of yet been completed. These interviews, while brief, provided a wide range of feedback for both the subject EDP Team and for EDP Management.

Report Structure

The findings of the assessments are reported in the following sections of this report:

- Project Management
- Results Delivered
- Making a Difference
- Feedback for Program Management

The first three sections focus on the project and project team related data. The final section is feedback applicable to all project teams and the EDP in general.

EXHIBIT 5: Frequently Asked Questions

1. What are the objectives of the Executive Development Program (EDP)?

The program is intended to expose high-performing managers to a broader set of developmental experiences and provide opportunity to learn about various aspects of company operations. Through participation on cross-functional teams, the participants are expected to accelerate change in business processes and share best practices throughout The Boeing Company.

2. Why was my partner selected?

Twice each year, senior executives nominate high-potential managers for this program. Your spouse/partner has shown an interest in accelerating career growth and has exhibited leadership potential.

3. What are the primary program elements?

- Cross functional project teams
- Meet and/or work with company executives
- 24-month career management skills curriculum
- 2-week external executive development program
- Formal mentors
- Opportunity to work in various facilities, organizations, and disciplines

4. What are the risks associated with this assignment?

The program is designed to minimize risk. Once a nominee commits to this program, nominating sponsors will prepare a proposal that ensures: 1) Nominee specific development needs will be addressed during the program; 2) A connection to point of origination (home work site) will be maintained; 3) Upon program completion, at minimum, participants will be returned to the originating organization in an equivalent assignment. It is anticipated that a significant change in job assignment will be made upon completion of the program (see question #17).

5. How long is this program?

The EDP assignment will last 18–24 months. Participants will be participating in at least three team projects and one special assignment. Often, due to the exposure received from working on projects and assignments, EDP employees are frequently pulled out of the program to fill key positions within the company. This may happen at any time during the program, but generally during the last six months.

6. What will the work schedule be?

Teams will collaborate on weekly and monthly work schedules according to the following guidelines: 1) Work weeks will be Monday through Thursday for 10 hours each day; 2) Employees will travel home each weekend (for a Friday, Saturday, and Sunday three-day weekend); 3) Each month, participants will spend 1 week in Seattle, 2 weeks at the project required location, and 1 week at the home work site. Required travel will be accomplished on off-hours for weekend visits home and return to work site.

7. Why one week in Seattle?

The week in Seattle will further program objectives by facilitating camaraderie among all EDP participants. Portions of the 24-month training curriculum will be delivered during this monthly 1-week stay. The EDP administrative staff is located in Seattle; therefore, this guarantees once-a-month, face-to-face contact with the program office and other EDP participants. Also, the majority of company senior executives are located in the Puget Sound area and executive exposures and mentor relationships will be enhanced.

8. How much travel is involved?

For a participant not living in Puget Sound, whose project is not at their home work site, the most that person would be away from home would be 12 work days per month. (This is the “worst case scenario.”) Some variations to the normal monthly travel will occur as teams conduct benchmarking, take advantage of developmental opportunities, etc. Travel requirements are project-driven and vary based on where traveling to and from, and will change as each

EXHIBIT 5: Frequently Asked Questions (*concluded*)

person begins new projects or assignments during the 18–24 months. As individuals are assigned to new projects, efforts will be made to equalize and/or minimize the travel based on development needs and past project requirements.

9. Is there any guidance or advice for those of us with children on how to adapt to a single-parent role during the week while my partner is away?

You will be invited to an “on-boarding” seminar, presented by professional consultants, to discuss these and other related issues (see attached agenda “Boeing EDP Partner Program”).

10. Will my partner still get vacation time off?

As in any assignment, vacation will be earned, scheduled, and used according to standard heritage company policy. EDP participants will coordinate specific vacation days with his or her current team members as well as the EDP office.

11. What do I do in case of emergencies?

Each participant will have a beeper or cell phone. In addition, office administrators will be available to receive your call, then locate your spouse. While on travel, employees will be able to phone home as required. Each participant will also have a laptop computer to be used as a virtual tool.

12. Will we be able to visit some of the Boeing locations where my partner is doing work?

Family visits, which includes spouse/significant other and children, will be provided every 6 months. The purpose of these visits is to familiarize you with work locations that your partner might select for permanent assignment upon graduation. Boeing will pay the cost of transportation, meals, and lodging for the 3-day weekend. If the participant is assigned to a Puget Sound-based project and does not live in Puget Sound, he or she will be provided with an apartment that the family will be able to use for the family visit.

13. Will this assignment cause financial hardship for us?

Consistent with Boeing policies, reasonable expenses associated with this assignment (e.g., travel, lodging, weekends home, family visits) will be paid for by the company. For income tax purposes, some of these expenses qualify as income (e.g., weekend visits home and family visits). Boeing will provide tax assistance to partially offset this increase in income.

14. Will there be a regular opportunity to meet and talk with other EDP spouses and significant others?

There will be a formal opportunity during the January “on-boarding” seminar (see question #9). Informal opportunities may occur as each EDP team works on their projects. Additionally, during family visits, opportunities for informal gatherings may also occur.

15. What can I expect to go through emotionally during my partner’s assignment?

As with any change, there is uncertainty. To assist partners, this will be discussed at length during the “on-boarding” seminar in January that addresses this issue and provides ways to develop a strategy to deal with this type of change.

16. What happens to my partner’s benefits and salary?

Employees will retain all current heritage benefit plans while on this program unless the heritage programs are changed by the company. Participants will remain on heritage payroll and accounting systems until those systems merge. Salary progression will occur during the program at the same time as all other salaried employees receive their raises. All participants will receive the same percentage increase based on a common EDP pool. Annual salary pools are created based on company business performance and equity factors.

17. What type of permanent assignment will my spouse get at the end of the program?

Participants will be exposed to many new career options as they experience the EDP. It is anticipated that they will exercise one of these options and explore a significant change in jobs upon completing the program. This may involve a change in functional discipline, business unit, leadership role, work location, etc.

18. If my spouse chooses to exercise an option at another work location, what relocation benefits will the company provide?

Boeing has a standard set of relocation benefits. Detailed information is available on the Boeing Intranet.

EXHIBIT 6: EDP Project Nomination Request Form

(maximum 2 pages)

Project title:

Description of business issue/condition:

Business Units/Programs and or processes/functions potentially impacted by this project: (check appropriate box)

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> All Boeing | <input type="checkbox"/> All BCAG | <input type="checkbox"/> All A&M | <input type="checkbox"/> All Phantom Works |
| <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> Single Aisle | <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> (indicate specific program/function) |
| <input type="checkbox"/> (Indicate specific program/function) | <input type="checkbox"/> Twin Aisle | <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> (indicate specific program/function) |
| | <input type="checkbox"/> Customer Services | | |
| <input type="checkbox"/> All Boeing | <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> All SSG | <input type="checkbox"/> Company Offices |
| <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> (Indicate specific program/function) | <input type="checkbox"/> (indicate specific program/function) | <input type="checkbox"/> (program/function) |
| <input type="checkbox"/> (Indicate specific program/function) | <input type="checkbox"/> (Indicate specific program/function) | <input type="checkbox"/> (Indicate specific program/function) | <input type="checkbox"/> (program/function) |

Affected Process Councils: (check appropriate box)

- | | | |
|---|--|---|
| <input type="checkbox"/> Program Management | <input type="checkbox"/> Communications | <input type="checkbox"/> Sales & Business Development |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Engineering | <input type="checkbox"/> Support |
| <input type="checkbox"/> People | <input type="checkbox"/> Operations | <input type="checkbox"/> Shared Services |
| <input type="checkbox"/> Legal Contracts/Ethics | <input type="checkbox"/> Quality | <input type="checkbox"/> WDC |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Supplier Management | <input type="checkbox"/> Phantom Works |

Proposed project will provide team with exposure to the following Boeing work locations and/or regions:

- ☐ Puget Sound ☐ So. California ☐ Wichita ☐ St. Louis ☐ Other

Anticipated duration of project (range is 3–5 months only): _____ months

Anticipated size of team (range is 1–5 team members only): _____ team members

Expected Deliverables:

Benefit to Company:

Benefit to Participants on Team:

Points of Contact: (names and phone numbers of individuals who can help provide immediate insight into business issue as to scope of project)

Name

Phone Number

During this project assignment, we will support the development of EDP team members by providing significant **exposures to company executives** and their issues. In addition, we will provide a **workspace** (both individual and collaborative), **subject matter experts**, and some **administrative support** for teams as they work in project locations. We will become familiar with the capabilities of team members and **assist them in their career development**. We understand that while the team will work primarily on our project, they plan to follow the

[Type text]

EXHIBIT 6: EDP Project Nomination Request Form (*concluded*)

following monthly schedule guidelines to take advantage of various program attributes:

- 1 week/mo in Seattle company offices
- 2 weeks/mo in project required locations
- 1 week/mo at home work site working virtually with team
- Most teams will be working a 4/10-hour work week, traveling on off hours.

The assigned EDP team will coordinate these logistics and a milestone schedule early in their project work with us.

Nominating Project Sponsor

Senior Executive Nominating Sponsor/
Company-wide Process Council Member

[Type text]

[Type text]

EXHIBIT 8: EDP Project Management Process

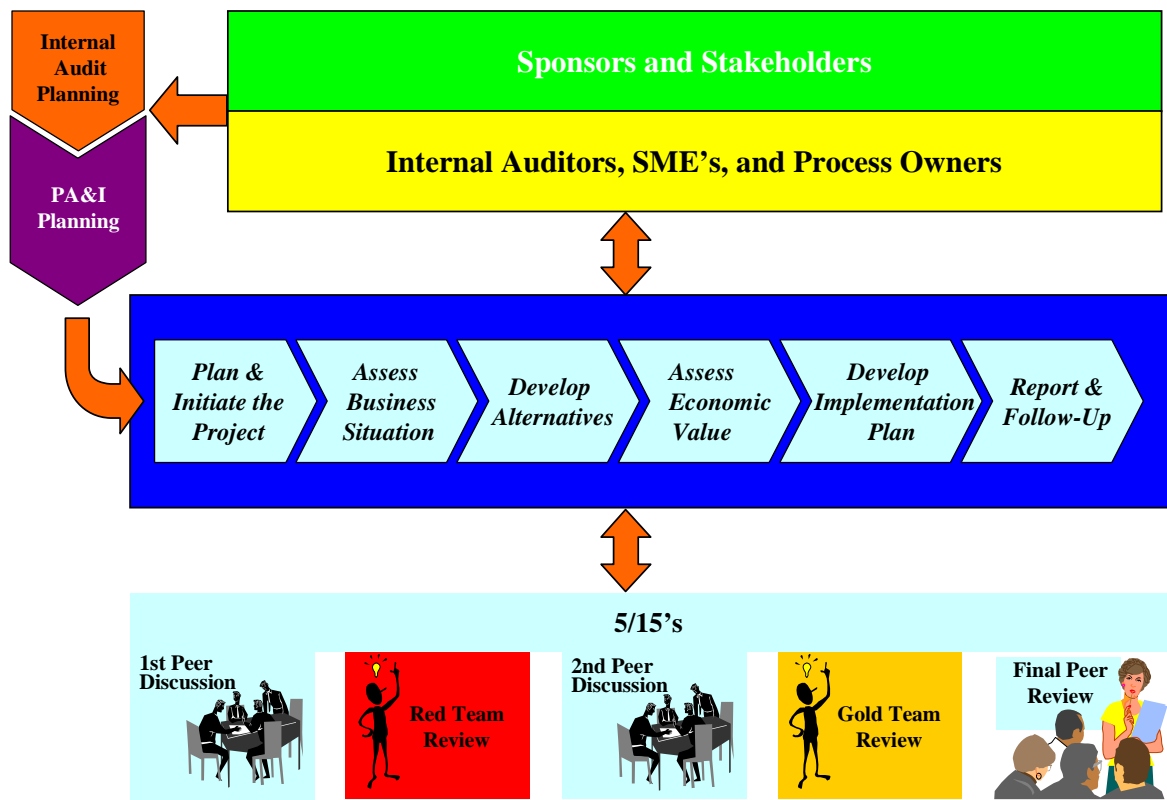
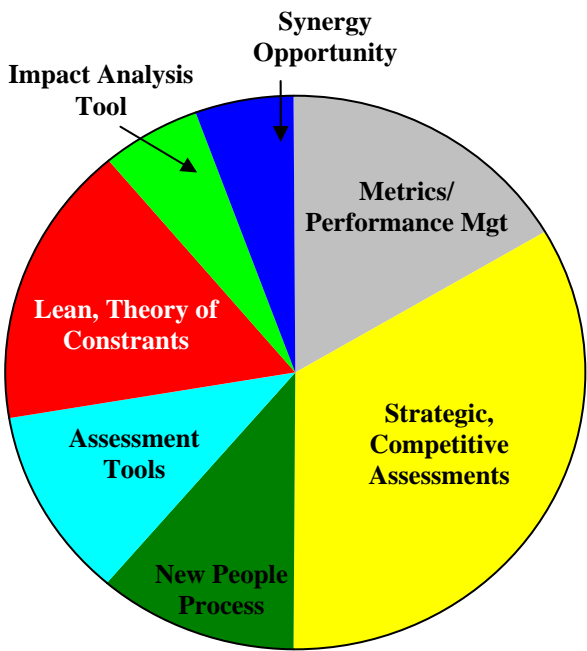
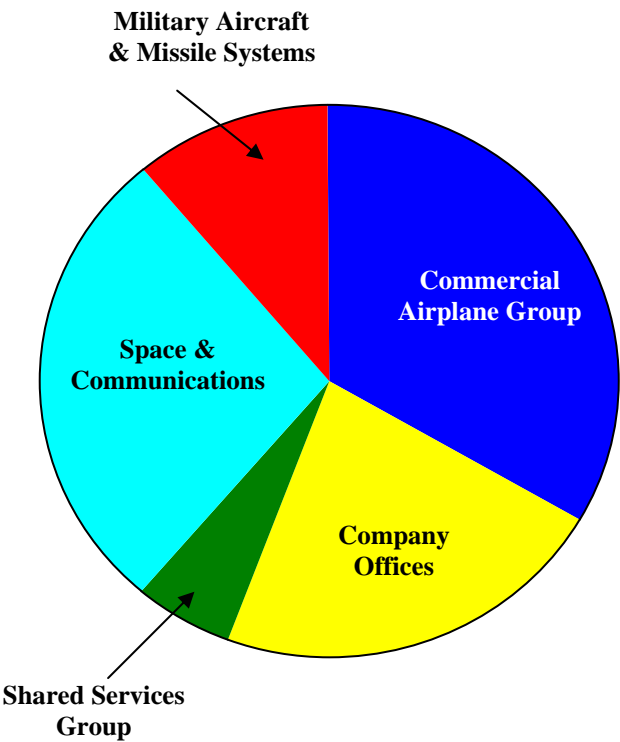


EXHIBIT 9: Breakdown of Recent Projects

Subject Matter



Business Units



About the Contributor

Suzanne Browning (suzanne.s.browning@boeing.com) is the director of process analysis and improvement at the Boeing Company. Browning manages two enterprise-wide leadership development programs. She and her staff are responsible for handling all elements of the program office ranging from project management, leadership development opportunities, targeted selection of participants and projects, and general administration of program guidelines. Browning background is uniquely matched to this current assignment. With more than 30 years experience in management positions within large organizations, she has become a progressive business-oriented executive in both human resource management and line management functions. Earlier in her career, Browning, experience included management of traditional human resource functions, while providing leadership and support to staff and management engaged in improving the organization's culture and business results through major initiatives. Later in her career, she held assignments such as a line executive managing information systems and services in Southern California. In this position, she displayed her strong ability to directly apply techniques of team-building, participation, performance management, quality improvement measurement, work centers, production control processes, cycle time analysis, employee/management relations, and employee/management development.

She served as adjunct professor at the UCLA School of Business—HRM (Strategic Planning). She has held several leadership positions on the Boeing Management Association and is a member of the Human Resource Planning Society, ASTD, and AMA. Browning is also an alumni of the Brookings Institute and has consulted and lectured at various institutions and conferences. Suzanne received her bachelor's degree in English/Business from California State University Long Beach in 1977 and her MBA from Claremont Graduate School, Peter Drucker Center, in 1990.