

CHANGE,
LEADERSHIP
& PARTNERS.

500 WORDS ON **LEADERSHIP** DEVELOPMENT

2016
compendium



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Dear reader, client and partner of CLP.

In 2015, we launched the CLP's 500 words on Leadership Development series. The idea was to capture in a practical format experience we gained while working in the field of leadership. Unlike a Blog, we wanted to share with CLP contacts and clients content that is well written, knowledgeable, high in quality, experience based and limited to a maximum of 500 words; a format that is easy to read for all those with limited time at hand.

With this compendium we celebrate the first year of 500 words on Leadership Development. Many clients congratulated us on this series and asked for more, which motivates us to carry on and to extend. Based on this feedback we are looking forward next year to a series of 750 words, because knowledge and development is what drives us.

We started the year with BLENDED LEARNING and the extinction of classroom training; a topic that prevailed throughout this year. Classroom training is decreasing and new forms of learning replaced conventional training with increasing speed. Building on blended learning we continued with the topic DIGITALIZATION and covered the topic from various angles: e-GROWTH, DIGITAL-ETHICS, DIGITAL-UNTANGLE-IZATION, and SELF-RESPONSIBILITY. Digitalization was necessary to untangle and to define, while addressing data-ethics, entering a fast new world dominated by the dilemmas of connection and anonymity. Advanced technology like Artificial Intelligence, the Internet of Things or Big Data is not only changing society but organizations. Digitalization is changing all human activities, which can be described by five high-level components: data, prediction, judgement, action and outcomes according to Ajay Agrawal and Joshua Gans, professors of the Rotman School of Management.



These changing activities will eventually challenge the way we lead and learn, and what we lead and learn! This gives an outlook into the New Year and what our future 500 words will bring. 2017 will be full of new ways to lead and look at what leaders need to learn to master the challenges of Digitalization. Additionally, CLP is planning to increase digital learning to challenge old leadership development business models, nevertheless, never forgetting that the more digital we become, the more vital our social skills are.

We are looking forward to keeping you as an interested reader and inspirational client of Change, Leadership and Partners.

Merry Christmas,

**yours Dr Marcus Gottschalk
and the CLP team**

500 WORDS ON LEADERSHIP
DEVELOPMENT
**BLENDED
LEARNING**

THE EXTINCTION OF CLASSROOM LEARNING – BUILDING
SUCCESSFUL LD PROGRAMMES OF THE FUTURE

“

Leadership Development (LD) is constantly evolving hand in hand with organizations' strategies in response to global market changes. While sustaining strategy, LD is made increasingly accountable for impact emanating from development initiatives. Change, Leadership and Partners is constantly evolving Leadership Development practices and publishes 500 words periodically that reflect CLP's experiences and research, helping organisations to comprehend and to master the challenges and demands of Leadership Development today.

”

The extinction of classroom learning – building successful LD programmes of the future

CLP is designing leadership development architectures to guarantee learning impact and organisational strategy achievement. CLP uses the “secret source”; a blend of learning methods as the catalyst for learning success and development of leaders.

The following 500 words discuss this secret source, seeing an accelerating trend in LD

that is questioning the traditional ratio of face-to-face Classroom Learning (CL) and learning activities that happen between modules, so-called sessions for Sustainable Development (SD)/on-the-job-learning. This article discusses the ratio of these interventions and the apparent trend: the extinction of Classroom Learning for leaders.

Ratio of Classroom Learning (CL) to Sustainable Development (SD) interventions in Leadership Development Programmes

Target group	Ratio today CL to SD	Future ratio of CL to SD	Hypothesis
Top	50:50	10:90	As higher leaders are assigned in the organisational hierarchy, the higher the need for learning on the job.
Middle	60:40	30:70	
First Line Manager	80:20	50:50	

Table 1: Ratio of Classroom Learning (CL) to Sustainable Development (SD) interventions in Leadership Development Programmes

The table above shows how CLP is discussing with its clients different CL / SD ratios, logic and approaches to design the best learning architecture suitable for their situation and target group. These ratios are based on the hypothesis that as higher leaders are assigned in the organisational hierarchy, the higher the need for learning on the job and the lower the need for Classroom Learning. First line managers, for example, gain from exchange with others and training in subjects like self-management, strategy, change or innovation. Here, classroom training with experiential learning elements like the use of business-simulations makes sense. First line managers are guided for learning and development while self-responsibility for

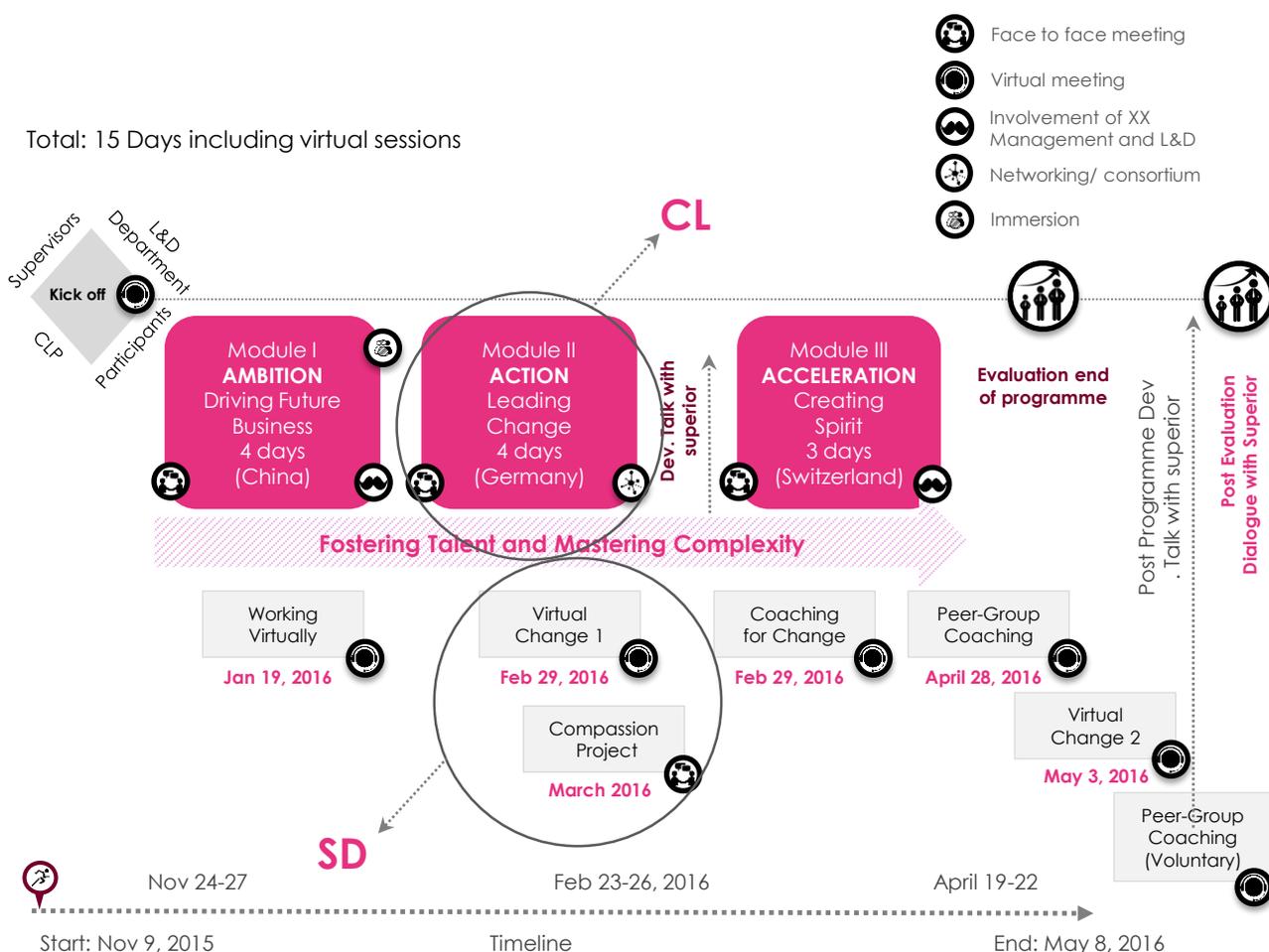
learning is still low. Middle to top managers gain equally from collaborating with others but more from challenges on the job than from classroom training. Top leaders are responsible for executing strategy based on self-made decisions. Classroom training is too theoretical to be immediately useful. SD helps top leaders to learn while doing. **CLP, for example, is running a top/middle manager learning intervention where a group of leaders simulate an internal consultancy and practice intra-/entrepreneurship first hand.** Here, classroom time is only used for supervision, reflection of experiences and building a strong leader community

About 15 years ago, LD programmes were made out of Classroom Learning (CL) modules only. Leaders met in fancy hotels for learning before flying home, (hopefully) seamlessly applying what they had learnt. The Classroom Learning (CL) to Sustainable Development (SD) ratio was about 100:0. Since years we can observe the trend that SD is becoming stronger and CL less important. Cost-saving programmes, new technologies (web-conferences, online courses etc.) and the understanding that learning at the work place is more sustainable than learning in the

classroom are accelerating this trend. The best argument left today for bringing leaders together is to create a powerful community of leaders that inspires each other. SD sessions usually happen between CL modules. A variety of initiatives have been launched to transfer newly learnt skills into the workplace or to let participants collaborate on the basis of previously built trust. These SD initiatives include for example: 1-1 coaching, **Peer-Group Coaching**, mentoring, webinars, action learning sets, virtual workshops, etc.

Example: Leadership Development Architecture

Figure 1: Classical learning architecture, highlighting CL and SD



We are excited to hear about your experience. Please share with us your thoughts, concerns or examples at: 500words@change-leadership.net

Yours,
Marcus Gottschalk (CEO) & Amel Karboul (Founder)

CLP believes in a drastic shift of the Classroom Learning to Sustainable Development ratio up to (10:90) and in innovation of effective workplace-based or "informal" learning opportunities.

Key words: blended learning, 70-20-10 rule, transfer of skills and knowledge, learning-on-the-job

**500 WORDS ON LEADERSHIP
DEVELOPMENT**

10 STEP

**HOW TO CREATE POWERFUL CUSTOMISED
LEADERSHIP DEVELOPMENT CURRICULUMS**

“

Change, Leadership and Partners is proud to present a 10 step approach to help organisations create powerful customised Leadership Development Curriculums that are comprehensive, interconnected, and serve their strategy.

”

Some organisations have been driving a compelling leadership development landscape for years. Many restart and redesign leadership development curriculums because their old programmes are not serving their current strategy well.

According to Korn Ferry Institute in their recent Real World Leadership Survey:

“ More than half of executives rank their leadership development ROI as ‘fair’ to ‘very poor’ and they would throw out and rework half of their current leadership development approach if they could.

If able to start over with leadership development, business and HR leaders would only keep 52% of their current approach. ”

Leadership Development Curriculums can be described as interconnected development programmes that aim to develop leaders to sustain business success.

10 step how to create powerful customised leadership development curriculums

1 Mission The Big Why

The Mission is the essence of the leadership development curriculum. This should be expressed by the executive board or curriculum sponsor. For example, should the curriculum help to change the organisational culture, drive a new strategy or develop leaders to drive strategic change?

2 Success factors for learning

Each organisation has its “learning DNA”. Knowing what to maintain, change or develop based on past experiences, and putting new techniques into practice is a key success factor in learning and development.

3 Emphasis Importance of competences

Leadership competences are often defined in line with strategy. Different target groups, however, demand the emphasis of different competences. For example, the ability to drive change is higher for top-level leaders than for first-level leaders. CLP is using an Objective/Emphasis Matrix to define objectives and topic-emphasis for certain target groups.

4 Objectives What to achieve ?

Difficult to phrase and often overseen, objectives for all competencies and target groups clarify what should be achieved in any programme. For example, to increase confidence in a particular competency, or to develop an effective feedback framework within a target group.

5 Interconnections How to tie it all together

Some traditional curriculums separate hierarchies from each other. More challenging and richer are those who let leaders from one target group intersect other target groups, horizontally, vertically and diagonally as facilitators, mentors, sounding boards or manager coaches.

6 Overall programme logic A one glance story

An explanatory comparison of the flow and the story of development programmes. This is a powerful high-level communication approach for participants and other stakeholders to understand where their specific programme fits into the leadership development landscape of the organisation.

7

Learning architectures

The fundament of learning

Learning architectures are the blueprint of every programme. They show a complete and congruent picture of modules, interventions, virtual elements, on-the-job activities and other forms of learning.

8

Interventions

Modules and interlinks

Interventions are the brick and mortar of learning architectures. They link together smoothly to create comprehensive and interconnected programmes that meet mission, values, competences and objectives.

9

Evaluation

Getting a feel for the outcomes

While investing in programmes and people, organisations should answer two questions:

- What outcomes do the programmes generate for the participants and for driving the organisation strategy?
- 2) How do elements of the programmes contribute to these outcomes?

10

Roles

Responsibilities and allocations

Lastly, roles should be defined to answer the question of who serves the programmes best as trainer, expert, mentor, speaker or coach?

Yours,

Dr. Marcus Gottschalk and CLP Team

500 WORDS ON LEADERSHIP DEVELOPMENT

e-GROWTH

THE VIRTUAL, VERSATILE AND COST-SENSITIVE
WAY OF COACHING

“

The great disadvantage of face-to-face coaching is logistics and costs. A recent Consulting Psychology Journal study shows that coaching at a distance is just as effective as face-to-face. Stefanie Voss, Senior Consultant at CLP developed a virtual and effective e-coaching tool to foster self-reflection and the inner dialogue of leaders for personal growth. CLP incorporate this e-coaching tool in its Leadership Development programmes.

”

This issue of 500 words on Leadership Development is based on an interview with Stefanie Voss by Utsav Kharel.

1 “ **Why is this e-coaching approach* unique?**

It is a powerful online coaching programme focusing on self-reflection. It revolutionises the most important conversation we all have, our inner dialogue. It helps leaders to answer questions like

- Why am I thinking the way I am thinking?
- Why am I behaving the way I am behaving?
- What do I want to change about that?

It fosters the honest and deep self-reflection process which is the foundation of any type of lasting personal growth ”

2 “ **How does it work?**

“ It uses a very effective and innovative, but also very easy to use coaching approach: “Creative Journaling”.

Before the start of the e-coaching programme, clients get a high quality artistic sketchbook and stationaries. Using these materials, they get different coaching exercises thoroughly explained by video. As a result, participants need to connect to their own creativity when reflecting on the topics, and by doing so, they create their own, 100% individual coaching documentation. Being creative is a step out of the comfort zone for many leaders – and the perfect starting point for deep and honest self-reflection.

There are altogether six themes over the course of 8 weeks that I have designed after testing with over 100 clients. ”

3 “ **What are the advantages of this e-coaching approach?**

“ It helps leaders to understand their inner-self. Once you know more about yourself and your patterns, you can master the challenges you encounter in both personal and professional life better. It enables leaders to re-visit and understand their own thinking. Using Creative Journaling, leaders encounter a safe environment where they can be honest and show their vulnerability. Also, this e-coaching programme allows flexibility as the coachee can plan when and where to do the coaching sessions. ”

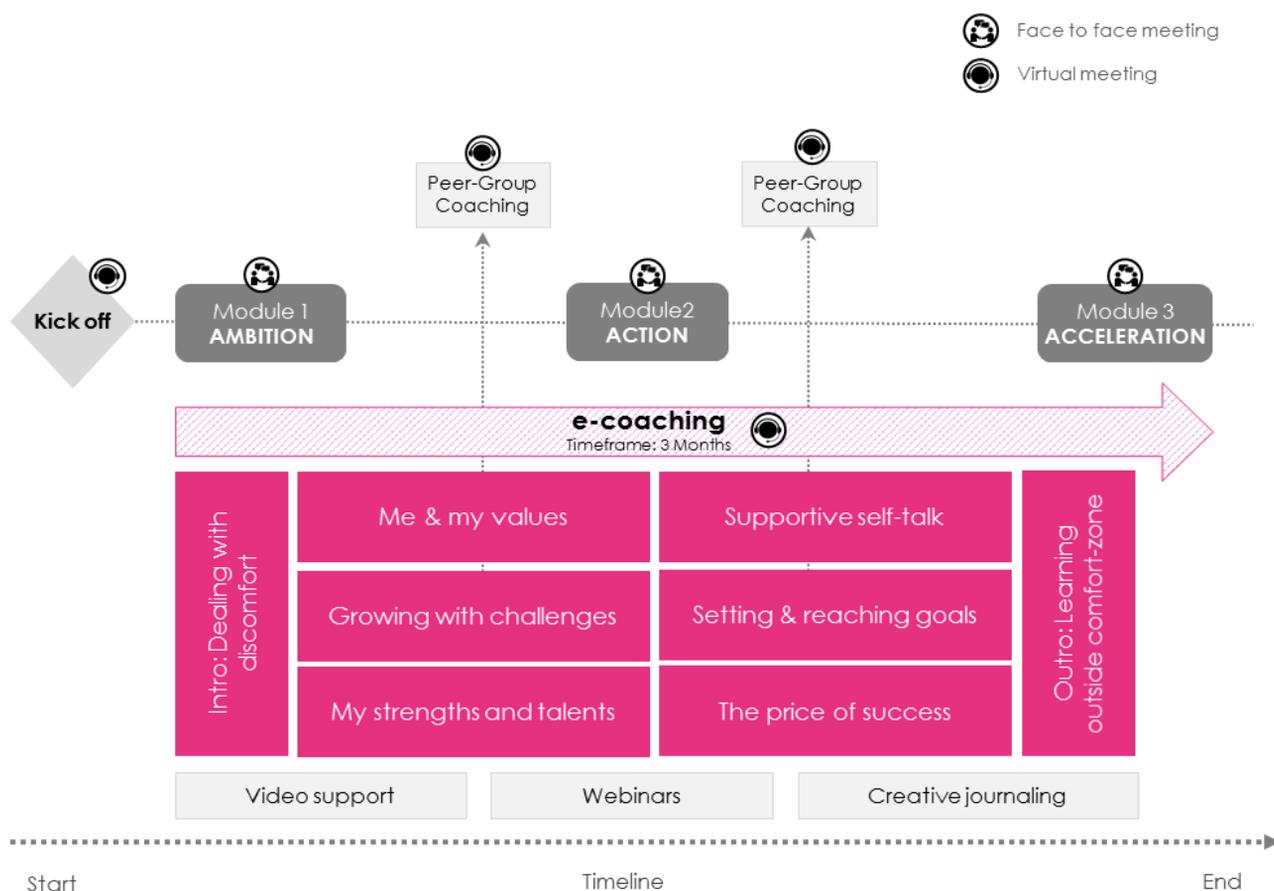
4 “ **How is it different to other coaching methods?**

“ It combines elements of Design Thinking, art therapy and creative writing arranged in a unique way to deliver high impact coaching results. The creative part slows down the reflection process, allowing leaders to spend serious time on self-reflection.

I really wanted to deliver a full service programme with excellent content, high quality materials, a user-friendly web platform and individual support.

Many online tools are set up more like self-help books in an online form with limited guidance. The e-coaching sessions run for 8 weeks from a fixed date, and clients need to invest about 2 hours of work per week. Clients still have a lot of flexibility in the timing, however, they need to commit to the process and take it seriously. And let's be honest: If you don't do that, how can coaching be effective anyway? ”

* This e-coaching approach is called by Stefanie Voss as “Leader on my Ship”



Example of e-coaching approach blended into CLP's customised learning architectures

CLP is using this e-coaching tool in Leadership Development programmes. E-coaching is blended into our customised learning architectures along with face-to-face workshops to deliver sustainable learning experiences to leaders. Since this tool enhances the self-reflection process of aspiring leaders in their development journey, we at CLP use e-coaching alongside modules to develop leadership competencies. During this blended learning process, CLP virtually facilitates leaders to harness their creativity and personal strength in order to be a successful leader.

CLP is constantly evolving Leadership Development practices and publishes 500 words periodically that reflect CLP's experiences and research, organisations to comprehend and to master the challenges and demands of Leadership Development today. We are excited to hear about your experience. Please share with us your thoughts, concerns or examples at: 500words@change-leadership.net

Yours,
 Utsav Kharel, Stefanie Voss and CLP Team

500 WORDS ON LEADERSHIP
DEVELOPMENT

INCLUSIVITY

FROM GENDER DIVERSITY TO DIVERSIFIED LEADERSHIP

“

Once girls and boys see people like themselves employed in all industries, their choices in life will be much greater – and employers will benefit from their capability and talent, not their gender.

”

Researches show that gender balanced leadership can give companies a real competitive edge, which is a major factor to survival and growth, as well as a matter of diversification in the market place. Next to research, CLP constantly witness how diversified groups in leadership development programmes and training are more efficient, communicate more openly, set and archive higher goals and implement a more socially responsible leadership than male-predominant groups.

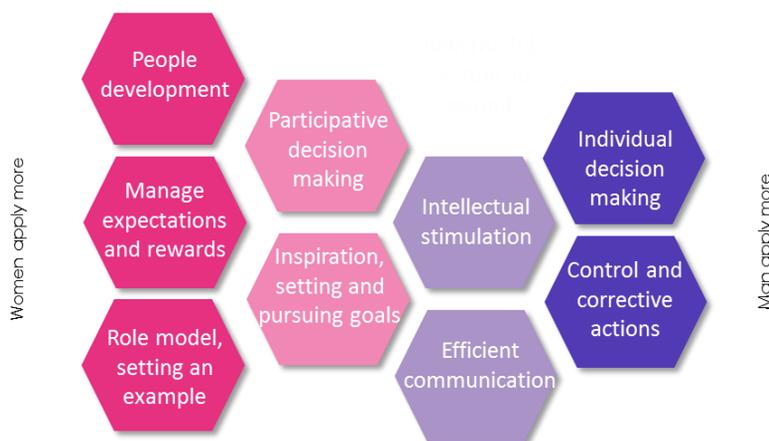
I'M A WOMAN WORKING AT CLP, HERE IS MY PERSONAL POINT OF VIEW

Gender and cultural diversity is one of the building blocks of CLP. Our team is composed of both man and women in the same ratio, as well as having a variety of cultural backgrounds. From my personal experience, being a woman team member at CLP is certainly easier than in other companies. Our diversified team approach to projects and problem-solving inspire us to be creative and innovative. I experience the positive effects of inclusivity in my everyday work life, especially during our brainstorming sessions.

RESEARCHS SHOW THAT..

..even though women are generally believed to excel in so-called nurturing competencies, there are other core features proven to be strongly present. Taking initiative, displaying integrity and honesty, and driving for results are just a part of them. These skills describe leaders who take on difficult challenges, improve overall organisational performance, ensure that people act with integrity, and who simply achieve challenging results.

“ While man and women apply similar leadership behaviours, they do so with different frequencies
- Women Matter 2, McKinsey & Company (2016) ”



Leadership behaviours more frequently applied by women are found to improve organisational performance, by strengthening three dimension:

- direction, setting and pursuing goals
- being accountable / responsible
- leadership and setting example

STRAIGHT TO THE POINT

The idea that woman and man apply similar leadership behaviours, in different rates, is becoming more and more widely accepted. Nonetheless, the unbalanced presence of women in lead positions is still compromising the overall outcome.

By developing diversified leadership, companies experience an expansion of the range of behaviours among their leaders that allow a strengthening of organizational performance.

WHAT CAN WE DO?

Even though this 500 words will not cover all the elaborated solutions that the situation might requires, CLP is discussing and using in practice some essential measure such as:

- 1 analysing gender diversity indicators (i.e. diagnosis of the status quo, the proportion of women in the company, pay levels and gaps);
- 2 using the said indicators to define actions, urgency and communication of success;
- 3 implementing measure to facilitate work-life balance;
- 4 setting up coaching programs targeted to increase women's awareness of self-imposed limitations;
- 5 involving male colleagues in the leadership diversification process, shifting the situation from a "women's problem" to everyone's problem.

DIVERSITY vs INCLUSIVITY

Diversity has often a passive meaning and used to express the intention of recognising individual differences. Inclusivity has a deeper and broader but most of all active meaning: the intention of including people who might be otherwise excluded or marginalized.

“A society that does not establish pathways to leadership for all of its citizens is a society that is denying itself a possibility of excellence.”

- Lawrence H Summers

Yours,

Chiara Consoli

(generation Y, woman and very happy to work in the CLP highly inclusive team)

Key words: Inclusivity, diversified leadership, women, gender, business, competitive edge, female/male ratio, leadership development, leadership behaviours, role model, organisational performance.

**500 WORDS ON LEADERSHIP
DEVELOPMENT**

PULL

**From PUSH to PULL in
LEADERSHIP DEVELOPMENT PROGRAMMES**

“

“Leadership development should not be deficit oriented!”

”

Recently I had the pleasure of presenting a newly designed leadership development programme to an interested CEO (usually they are not!) of a one billion dollar organisation. He ate me for lunch! He challenged my thinking in two disruptive ways.

Firstly, he wasn't aligned with my view that we have to develop leaders to become better leaders. Their leaders, according to his argument, have on average been within the organisation for 20 or so years and are doing a fantastic job—achieving great results and receiving good feedback from direct reports and colleagues. Their leaders do not have deficits.

We have to change the way we think about leadership development: leaders don't have deficits, but strengths. Development should mean how we channel leadership strength to execute strategy.

Secondly, the business environment is changing constantly and leaders today face ever changing requirements, mind-sets and skills. That is why development is needed.

The CEO agreed with me that the overall objective of leadership development programme is to help leaders to execute strategy. But is that expressed and communicated correctly in today's leadership development programmes?

Although this is not ground breaking, how often do you see a leadership development programme that is completely aligned to the organisation strategy? Most programmes have titles like 'Leading Self', 'Leading Others', 'Leading the Organisation', or 'Leading Business'.

The title alone implies that there is a deficit at play that has to be fixed. Leaders have to resonate with the content and its description. They have to read and to understand what they will help them to do their daily job better.

Leadership development programmes should generate a pull effect rather than pushing leaders to participate. Leaders should not be pushed into programmes: they should want to participate because it will help them work successfully.

I am also no great fan of corporate competency models. These models are static, full of buzz words and often don't change with the change in business environment and strategy. Competency models should be viewed as noise (or, if you like, voice)—a basic universal prerequisite for leaders.

The reality, however, is different: leaders are usually pushed into hierarchical pipeline processes and eventually end up in leadership development programmes they don't want to be part of. Otherwise, they are recommended to take part in programmes that waste their resources—especially the precious time they need to complete their duties.

In the following, you will find five essentials for generating a pull for leadership development.

1 Link content to strategy

Leaders want to see that the programme content is directly linked to the rollout of the organisational strategy. Leaders don't go to fancy trainings for cool and surprising exercises, but will invest time in content that is practical, where their investment is met.

2 Evolve programmes

There is no such thing as a fixed content leadership development programme. Since companies evolve—as does their strategy—programmes should therefore be constantly flexible and mouldable to the new goals.

3 Communicate content

Titles, descriptions, programme announcements. All communications have to be aligned with WHY we are offering this programme: 'Leading Others' is deficit orientated; 'Executing 2030' is not.

4 Match the design to the organisation

The programme design should be built on the organisation's values, the strategy it is implementing and the strategy it intends to execute in the near future.

5 Participants' self-responsibility

It is important is for leaders to be responsible for their own development and to decide when and what they need to learn. The leadership development programme is therefore a journey, not an event.



Yours,
Dr. Marcus Gottschalk and CLP Team

500 WORDS ON LEADERS AND DIGITALIZATION

DIGITAL-ETHICS

WELCOME TO DIGITALIZATION, THE DIGITAL
TRANSFORMATION THAT REACHED OUR BUSINESS
AND PRIVATE SHORES WITH ALL ITS MIGHT.

“

The estimated size of the digital universe in 2011 was 1.8 zettabytes. It is predicted that between 2009 and 2020, this will grow 44 fold to 35 zettabytes per year. A well defined data management strategy is essential to successfully utilize data.*

”

My 12-year-old daughter recently asked me if she could install Snapchat on her iPhone. I have no problem with snapping and sharing pictures that erase themselves after a few seconds. No problem, if there could be shared and congruently applied ethics for using the internet. The danger today is that the internet is anonymous and users can hide behind IP addresses that are impossible to see or track for ordinary users.

Snapchat, for example, is misused by people sending inappropriate pictures or taking screenshots and saving pictures that should be erased. It is not only the internet that needs digital ethics. It is also the handling of data in general that should be ethical.

"Google has given access to healthcare data of up to 1.6 million NHS patients!" Guardian, May 2016

For the last year in the UK, internet "revenge porn" has been a crime. The National Security Agency is collecting the calling records of millions of Americans, leaked by former agency contractor Edward Snowden, a clear threat to the personal privacy of ordinary citizens. Daily, millions of comments on blogs and websites have to be erased by editors because of unethical content. Google itself is erasing thousands of websites daily for the same reason.

If you want an affair, just hide anonymously in the internet using Ashley Madison's dating site, or hack the site's data bank and wash millions of marriage cheaters ashore. Today, we are dealing with the sexualisation of young children being randomly exposed to porn sites on the internet. I could easily go on like this for pages noting the ethical data crimes of Google, Apple, Microsoft, Amazon, etc.

And don't get me wrong; I am not against digitalizing our world. I think, however, that all users of data, and hence the internet, should be data-ethics savvy.

For decades CLP has specialized in leadership and we think that today's leaders play a crucial role in dealing with data in a professional and ethical way. Leaders are the ones to guide organizations and people, build start-ups, products and services. Organizations and their organizational leaders have a direct impact on society.

With the digital transformation, leaders are increasingly facing new challenges. Leaders must transform their businesses and guide them into the digital age. They have to lead differently, coming from a hierarchical tell and control leadership culture to a collective network culture. They must, for example, let loose and deal with the feeling of losing power while creating fast-changing networks.



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Leaders have to become data savvy, using that advantage for better decision-making. But leaders must also act as role models in the application of “ethical digitalization”. The internet is not the playground to exploit others simply because we can. It allows, rather, the intelligent use of data in such a way that we drive new and existing businesses within the boundaries of old and new applied human ethics.

CLP CALLS FOR LEARNING IN DIGITAL ETHICS.

We need to train leaders in how to use data in an ethical way and, as a whole, how to drive the digital age in an ethical way.

The age of digitalization is young; so is the topic of digital ethics. CLP is dedicated to helping organizations, leaders and all people to transform into the digital age. If you are a representative of an organization and you need to train your leaders to become digitalization savvy, or if you are a freelancer consultant offering the service of digital ethics, please get in touch with us.

Yours,

Dr. Marcus Gottschalk and the CLP Team

POSSIBLE CONTENT OF THIS TRAINING COULD BE:

- The change in society – from market capitalism to a collaborative common.
- Where do we work tomorrow? Ethical questions about work in the future.
- How the technological future looks – Artificial Intelligence, software platforms, 3D-printing, data analytics, predictive data, etc.
- How organizations will change: From hierarchical structures to networks.
- Leading the digitalized organization: Dealing with colleagues, direct reports, robots, virtual friends and humans.
- Ethics of innovation: Creating and using data, software and devices.

**500 WORDS ON LEADERS AND
DIGITALIZATION**

DIGITAL- UNTANGLE-IZATION

**WELCOME TO DIGITALIZATION, THE DIGITAL
TRANSFORMATION THAT REACHES OUT POWERFULLY
TO OUR BUSINESSES AND PRIVATE SHORES.**

“

“Digitalization is in everyone's mind. Well, actually, it is not—but it should be. Digitalization, however, is very fuzzy. What actually is digitalization?”

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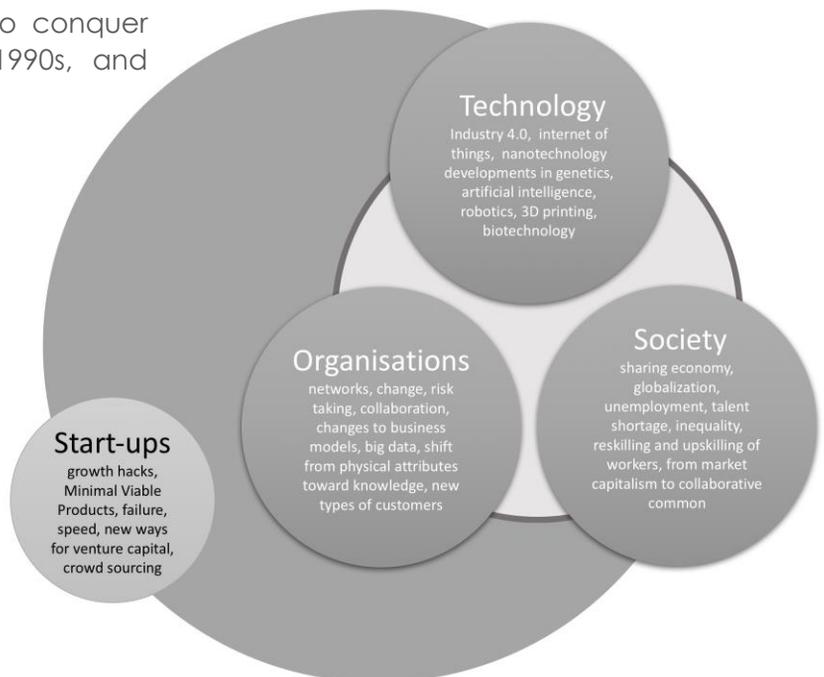
Digitalization is in everyone's mind. Digitalization is changing our society—the way we work, communicate and live. Digitalization, however, is very fuzzy. What actually is digitalization? Personally, I am more and more put off by fancy and random digitalization stories such as Amazon's predictive data management, Silicon Valley's Tesla, PayPal, Airbnb or Spotify's glorified start-up stories, bus tours through Berlin's Prenzlauer Berg to catch a glimpse of digitalization, or stories of unconditional basic income and tens of thousands of jobs being axed by digitalization alone in the UK government.

It's time to untangle digitalization and to decipher what the impact is on organizations and leaders in order to prepare for new, exciting and challenging times.

Let's start with technology. 20 years back I studied Mechanical Engineering and learned about TQM and Industry 2.0's mass-production. Today these topics are a given. Also about 20 years ago the internet started to be used commercially and only 5 years back Industry 4.0 started with the use of cyber-physical systems, the Internet of things and cloud computing. Microsoft started to conquer the software market in the 1990s, and today it buys LinkedIn to do something half-sane with its loads of supplemental cash.

Today, and increasingly in the future, technology generates great upheaval. We see 3D printers creating aircraft; Amazon knows earlier than you what you will buy tomorrow; artificial intelligence in apps guides you home safely through rush hour traffic; and we might ask, who makes better decisions—IBM's Watson or you?

So, let's start to untangle digitalization with technology that we put in prime position in our story. Look at the chart below. In this story, technology is the beginning of digitalization. Technology that is constantly more developed, better, faster, more sophisticated, and—most importantly—growing cheaper than ever. Consequently, the change in technology has a huge impact on society. The Guardian asked anxiously in May 2016: Where should we work in the future? We see that generations grow up to use technology in different ways. Coding JAVA is today learned playfully in Kindergarten. In consequence, we might face talent shortages, mass unemployment and growing inequality, while reskilling and upskilling of today's workers will be critical.



Technology, additionally, has an impact on organizations. Organizations are transforming, with the help of technology, from the industrial age into the digital. We can observe the consequences: hierarchical organizational structures are transforming into networks and collaborative structures. Entire industries have to adjust: some jobs will be threatened by redundancy and others will grow rapidly; existing jobs are also going through a change in the skills sets required to do them.

This picture becomes more interesting, since all relationships are reciprocal. Society is changing organizations and organizations are changing society. Interestingly, start-ups use the best strategy already. Start-ups don't follow industrial age logic or conventions: they choose the workforce they like or even the form of employment they favour. They use technology or shape it in the way they want.

Tomorrow's leaders have to understand their role in digitalization and how it is shaping society. They must understand technology, not merely as an enabler but also for its revolutionary force; and leaders must foster a culture able to change and invent the new, with the essential understanding that risk-taking becomes the norm.

CLP is helping leaders and organizations transform into the digital age. We are aware that this is a big job and we are proud of our early achievements and success.

Yours,

Dr Marcus Gottschalk and CLP Team

We at CLP are driving DIGITALIZATION.

This 500 words article is part of a series of publications focusing on digitalization and its impact on organizations, especially leaders.

CLP offers the following services to help organizations and leaders to transform into the digital age.

1. Digitalization Consortium
2. Digitalization Executive Dialogue
3. Leadership Development on Digitalization

Want to know more? Write to us info@change-leadership.net

500 WORDS ON LEADERSHIP DEVELOPMENT

KEY SUCCESS FACTOR FOR

SELF- RESPONSIBILITY

IN PRODUCT DEVELOPMENT TEAMS

“

Self-responsibility and ownership for self-development is crucial for learning success; but rarely achieved.

”

In 2001, Nick Petrie answered the question of what the future of leadership development would look like. He described four trends for the future of leadership development:

1. More focus on **vertical development**. Horizontal development can be 'transmitted' (from an expert), but vertical development must be earned (for oneself).
2. **Transfer** of greater developmental **ownership** to the individual. People develop fastest when they feel responsible for their own progress.
3. Greater focus on **collective** rather than individual **leadership**. There is a transition occurring from the old paradigm, in which leadership resided in a person or role, to a new one, in which leadership is a collective process that is spread throughout networks of people.
4. Much greater focus on **innovation in leadership development methods**.

At the same time, CLP started a continuous 'Lessons Learned' process at an American leading international medical technology company, that changed the way product development teams work.

Today, the company product development teams turn Petrie's trends into actions and deliver new products on time, on budget and with high customer satisfaction, while the speed of innovation and product development is increased. This way to success is today standardized. Success is created with the help of an innovative instrument that can be employed by teams as required, without the help of an external facilitator or the supervision of a superior. **The responsibility for teams' success is shifted from the individual superior or project lead to the team itself.**

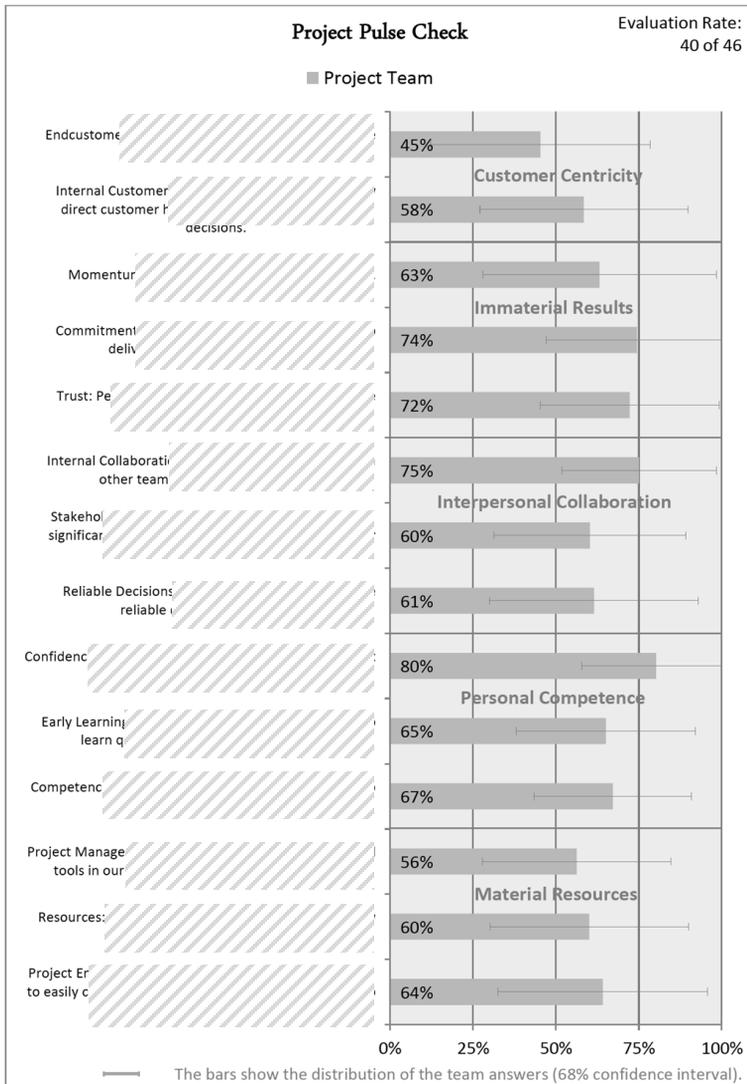
This innovative instrument, the **PULSE CHECK FOR PRODUCT DEVELOPMENT TEAMS**, is an easy and fast to use questionnaire of only 15 questions. Based on the Lessons Learned results of three years of change management, research and trial and error, 15 questions cover five main areas that make teams more successful:

- 1–Customer centricity;
- 2–Immaterial results;
- 3–Interpersonal collaboration;
- 4–Personal competence; and
- 5–Material resources.

Each team member individually rates current product development elements in their team. Trends, gaps or outliers indicate in real time if teams are on track or if immediate action is needed.

Three years after the first use of PULSE CHECK, things have changed in the company. Now, many innovation projects run with PULSE CHECK and projects are on time and on budget. While the leadership teams act as sponsor and support, accountability for success is felt within the team.

Positive pressure for outstanding performance comes from within the team, creating an atmosphere of high energy, collaboration and trust. Once teams determine actions, their motivation for learning development is high and they start to ask for development opportunities and interventions.



PULSE CHECK shows high validity and reliability and can forecast product development success and danger.

Psychological research suggests that peoples' motivation to grow and learn increases once they have a sense of ownership of their development. Many organizations still send their leaders to training for development rather than making teams and individuals self-responsible for learning, development and success.

Figure: Example of Pulse Check with blacked-out questions to guarantee intellectual property rights

Yours,
Carina Himstedt and Dr Marcus Gottschalk

* statistical evaluation and analysis by Freiburg Institute

Key words: Self-responsibility, accountability, change, lessons learned, team, innovation, product development

500 WORDS ON LEADERSHIP DEVELOPMENT

EISSCHOLLENHOPPING

FROM DISCONNECTED PROGRAMMES TO
INTERCONNECTED AND COMPREHENSIVE
LEADERSHIP DEVELOPMENT LANDSCAPES

“

For profound learning and development, Leadership Development needs to be
cross-hierarchical!

”

Eisschollenhopping

is a made-up word, consisting of the German words "Eis" (ice) and "Scholle" (floe) and the English word hopping. It refers to jumping from one sheet of floating ice to the next. This metaphor was used by one of our clients to describe his organisation's current leadership development (LD) landscape, which was built years ago and in which programmes are not connected to or built on each other. Leaders just jump randomly from one floe or programme to the next.

This perfectly matches our perception of widespread incoherent leadership development landscapes within many organisations: they still follow the traditional approach, whereby each target group attends an isolated programme that is designed for its respective hierarchical level based on a "what leaders must know" logic. However, most of our clients claim to promote a culture of integrity and flat hierarchies and see an increased need for collaboration and networking among their employees.



Several studies show the effectiveness of internal networking. Leaders reach beyond their normal scope of job responsibilities, apply themselves in a network setting and step up their skills, such as problem solving and sustaining each other by sharing leadership challenges. Consequently, LD programmes that incorporate continuous interaction and connectivity among leaders at different levels ensure the growth of the whole organisation.

"Many organisations' leadership development landscapes consist of multiple isolated programmes!"

Advantages of interconnectivity

Interconnected programmes auto-matically imply increased collaboration, cooperation and networking within the whole organisation. Leaders from both different departments and different hierarchical levels learn together and from each other. Learning from and with each other is especially important, as modern LD programmes and landscapes have the objectives of changing culture and serving strategy. Interconnectivity exists in a variety of ways – horizontally, vertically and diagonally –and leaders function as facilitators, mentors, sounding boards or manager coaches. This not only pays off on a personal level, with each leader gaining a broader understanding of the business, but also builds a culture of "oneness" with a shared vision and authentic collegiality.

How can a comprehensive and strategy-serving cross-hierarchical leadership development landscape that interconnects several programmes be built within your organisation? (see next page)

Building LD landscapes

CLP promotes a design process for interconnected LD landscapes. We start by understanding the big WHY that drives LD initiatives as well as the organisational needs, expectations, and objectives of different target groups and stakeholders. Based on selected key success factors that mirror the organisation's culture or desired culture, we create learning topics and content and derive learning objectives for each target group's specific content. The key element of comprehensive LD programmes is the definition of interlinks and connections among programmes. This whole conceptual phase is a highly participative and co-creative process.

As we perceive a high demand for CLP's comprehensive and interconnected leadership development landscapes, we would like to transmit our expertise and help HR and L&D professionals to become proficient in conceptualising and designing impactful L&D landscapes.

CLP is offering a two-day workshop in which participants can deepen their knowledge and have the chance to build their own organisation-specific landscape.

Interested in *Design Master Class*?
See our invitation [here](#)

DESIGN MASTER CLASS FOR L&D AND HR PROFESSIONALS

Designing powerful leadership development landscapes and programmes from A-Z

- 1 The mission and the big WHY of L&D landscapes
- 2 Needs, expectations and objectives of different target groups and stakeholders
- 3 Defining key success factors for L&D
- 4 Stakeholder involvement
- 5 Internal communication strategy
- 6 Defining contents and designing heat-maps
- 7 Learning objectives
- 8 Methods and interventions
- 9 Defining interlinks
- 10 Evaluate landscapes
- 11 Viability design checks
- 12 Building programme overviews, windowpanes and detailed agendas

Yours,
Verena Beckhaus and Dr. Marcus Gottschalk

Key words: Interconnectivity, networking, cross-hierarchical connection, designing leadership development landscapes and programmes



500 WORDS ON LEADERSHIP DEVELOPMENT

西遊記

WHY CHINESE MULTINATIONALS REQUIRE A MORE GLOBAL APPROACH TO LEADERSHIP DEVELOPMENT

“

In this edition of CLP's 500 words, we are taking a closer look at Chinese multinationals, their rising global ambitions and where we can play a part to benefit both ourselves as leadership development providers and our international client base.

”

Western multinationals are quickly discovering the Chinese domestic market and recognising the strategic value of using China as a base for their Asia operations. At the same time, an increasing number of companies from China have started offering their products in Western consumer markets. But do these new organisations really have what it takes to succeed outside their country of origin in a more global environment?

Since opening up its economy in 1978 and the introduction of market reforms, China has seen a remarkable transformation. The concept of the socialist planned economy was abandoned in favour of largely unfettered capitalism; economic growth has been the major headline of the past forty years in China.

“One thing is becoming all too apparent to us: Chinese companies are too Chinese!”

But whereas in previous decades China's export markets were dominated by foreign companies, in recent years a new self-confidence has paved the way for local companies to tackle global markets. As these companies expand throughout the world and develop into multinational enterprises, however, one thing is becoming all too apparent to us: Chinese companies are too Chinese!

While multinationals worldwide usually source around 20-40 per cent of their senior executive positions globally, the figure for Chinese multinationals is mostly below ten per cent. The ethnic composition is, of course, not the problem but merely a symptom of a broader issue: it shows us that insufficient effort has been put into internationalising internal business culture to reflect the challenges faced by those competing in today's global markets.

In part, we attribute this to the fact that Chinese companies by and large focus only on serving the Chinese market. The Chinese government does its best to shield them from international competition at home (just ask Google, Facebook, Uber, etc.), which keeps the pressure to adapt to global standards low.

But for truly multinational companies like Lenovo, Alibaba, Haier and others who actively seek out foreign markets, things naturally appear quite differently.

削足适履

“to cut one's feet to fit the shoes”

Chinese idiom used by Huawei founder Ren Zhengfei to communicate his company's internationalisation strategy

We were not surprised to learn that Huawei, the only Fortune Global 500 listed mainland Chinese company earning more revenue abroad than at home, cites culture as its leading success factor and has had its management structures put in place by American tech-giant IBM. Huawei founder Ren Zhengfei is emphatic about his employees adopting an international leadership approach and has even coined the idiom “to cut one's feet to fit the shoes” as a metaphor for learning about American business practices to realise Huawei's global ambitions.

The European Business Review interviewed Huawei employees, its executives, and Ren Zhengfei himself and concluded 7 important leadership lessons that have made Huawei the company it is today as shown in figure below.

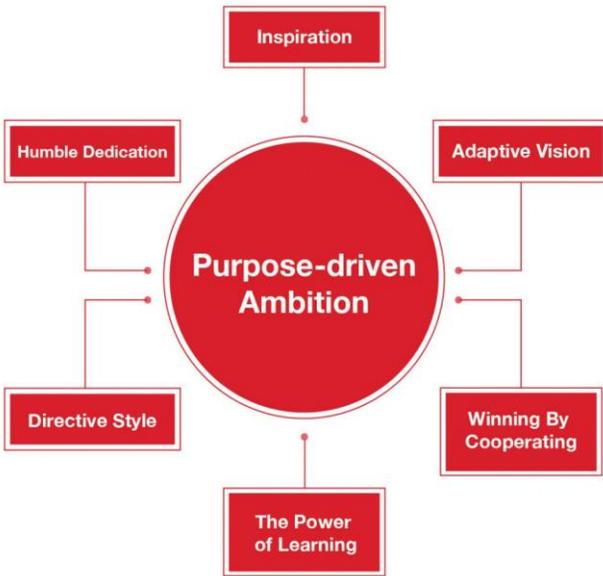


Figure: The Leadership Lessons of Ren Zhengfei. The European Business Review

THE POWER OF LEARNING for example, is a common theme in everything that Ren Zhengfei undertakes: he has a great ability to reflect, think and act. He is frequently quoted as saying that the most important thing to value is the power to think. In a way Zhengfei works hard to always keep clear to himself a kind of meta-view that enables him to make informed strategy decisions.

Yours,
Bela Bleier and CLP Team

At CLP, we believe that Chinese multinationals will have to follow in Huawei's footsteps by adopting a more global outlook, and the best way to start is by transforming the leadership culture. Concepts like entrepreneurial thinking, flat hierarchies, humble leadership, constant learning cycles, and disruptive innovation are not yet present in the minds of Chinese leaders and the integration of global talents into Chinese management structures is almost non-existent.

There needs to be a more open approach to leadership development in China, and Chinese companies have to recognize that they haven't been in the globalisation game long enough to have all the answers yet.

CLP works with many global organisations looking to invest and expand in Asia, particularly China, and while we expect this trend to continue, we are also preparing and looking forward to working with more and more Chinese companies to play a part in shaping their global future. This, in turn, will also enable us to develop a deeper understanding of the inner workings of management structures within China and help us in improving and amending our existing China-specific programmes for our global clients' Leadership Development curricula.

**500 WORDS ON LEADERSHIP
DEVELOPMENT**

HEAT-MAPS

**THE ESSENTIAL TOOL FOR DEFINING
LEADERSHIP DEVELOPMENT LANDSCAPES
AND PROGRAMMES**

“

HEAT-MAPS are simple to watch and difficult to do; they are necessary, however, for designing professional Leadership Development Programmes.

”

Playing snooker looks so easy! If you've ever tried to play, however, you will know how difficult it is to shoot a ball from one side of the table into the pocket of the other. You know that you have perfected a skill when things you do, while looking easy to others, are actually difficult to perform.

HEAT-MAPs follow the same logic. They are simple to watch and difficult to do; they are necessary, however, for designing successful and professional Leadership Development Programmes.

HEAT-MAPs can be described as matrices that allow the discussion

1. of possible programme content,
2. the emphasis for a specific target group,
3. required objectives (what should the target group do differently?), and
4. methods for achieving the designing of professional Leadership Development Landscapes and Programmes.

CLP derives Leadership Development Programmes and Landscapes from an organisation's strategy and desired corporate culture. So, **a HEAT-MAP is a strategic instrument for building leadership interventions.** HEAT-MAPs require a thorough debate among key players of an organisation on what topics and skills are important today and which will be important in the future for leaders of a different hierarchical level. CLP observes that often HR and L&D professionals struggle to follow executive boards' logic and strategic approach that drive the organization. A very common challenge to which HEAT-MAPs can contribute is the translation of strategic goals into leadership requirements.

Example: Based on their current organisational strategy, an organisation realises that a deep knowledge and skills in *innovation management* are required for all its leaders.

Many questions emerge:

- What content is required for which target group and to what extent?
- What should e.g. top-leaders know about innovation and what should middle managers know?
- What innovation behaviours should e.g. these two target groups perform to drive corporate strategy?
- And what possible methods make sense to train leaders in innovation management?

Before beginning to create HEAT-MAPs that ultimately define Leadership Development Programmes, we have to start with the actual organisational strategy. Leadership Development Programmes shouldn't be initiatives that tap into leaders' deficits, with the aim to remedy their weaknesses. Also, Leadership Development Programmes are not meant to build on leaders' strengths to make them even stronger! (And I am sure that many of my colleagues would disagree!) Leadership Development Programmes enable leaders to execute and embrace their organisational strategy, thus the actual content should be based on it.

The figure below shows an exemplified HEAT-MAP for two target groups, Level 1 and Top-Talents, and the chosen topic of **digitalization**. Logically, digitalization means different things for different target groups. For Level 1 leaders, digitalization is prioritized in the high end and strategic, while for Top-Talents digitalization can be prioritized as middle. Thus, digitalization requires different emphasis, content, objectives and methods that can be displayed and discussed in the HEAT-MAP below.

If you want to know more about HEAT MAPs and their use, or to discuss how to design LD Programmes and Landscapes, please do not hesitate to contact me. Yours,

HEAT-MAPs play an important part in designing Leadership and Development Landscapes and Programmes. **CLP is offering a Design Master Class, a unique two-day workshop focused on the process of building intelligent learning architectures.** An important part of this Master Class is to practise HEAT-MAPS. Participants have the chance to build their organisation's specific landscapes and programmes with the help of peers from DAX30 companies, SMEs and experts. Please find your Design Master Class invitation in our website.

Dr. Marcus Gottschalk

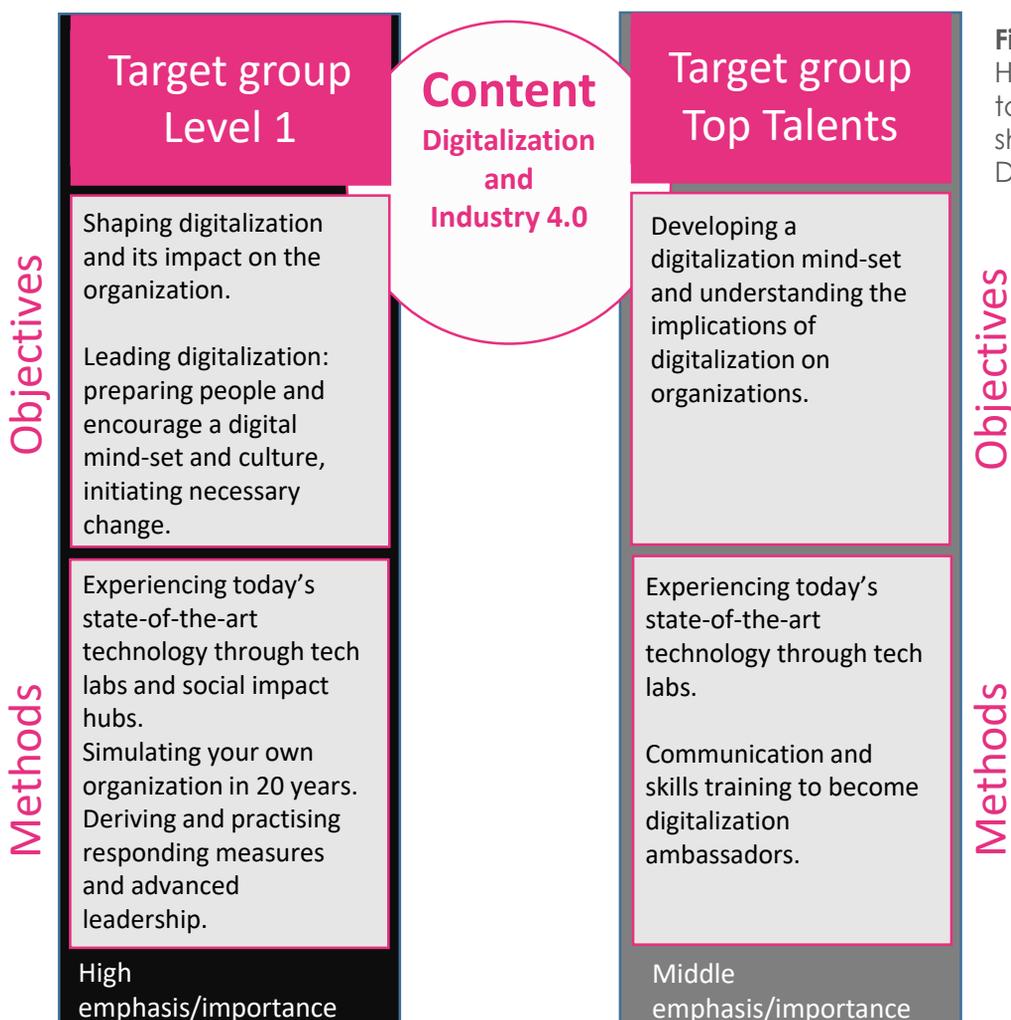


Figure: snap-shot of HEAT-MAP for two target groups, showing topic of Digitalization

CLP in 2016

Why we do it?

Change, Leadership and Partners (CLP) is a global, strategic leadership consultancy devoted to working with leaders and organisations to build a desired, sustainable future. Our German roots, London and Tunis presence, and our 150+ educators and employees from diverse cultural backgrounds shape our unique values that are best described as **humane**, **challenging**, and **versatile**. CLP offers leadership development and change advisory that drive transformation and growth. We help to build leaders who can embrace, drive, accelerate, and promote positive change as well as engage their entire workforce.

Who we have helped?



40 leadership development initiatives in 7 countries



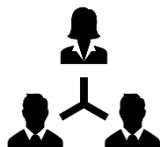
1000+ top leaders developed

We are proud of working with distinguished clients



our impact

How do we do this?



150+ educators and associates from remarkably diverse backgrounds



world-class custom leadership interventions in **10** languages



0 hassle. We are a full service company, taking on your challenges

What are we doing?

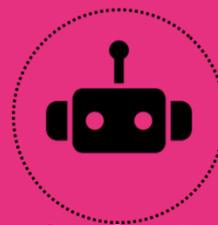
services



Leadership Development



Change Solutions



Leaders & Digitalization

related products



Design Master Class

Workshop for L&D and HR professionals: designing comprehensive Leadership Development Landscapes and Programmes



Team Performance Tool

Self-autonomous Team Performance Tool (TPT) for increasing speed, quality and collaboration in teams



e-PGC

ePeer-Group Coaching online tool for small groups that sustain each other virtually without the help of external coaches or facilitators

**CHANGE,
LEADERSHIP
& PARTNERS.**

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