

# 500 WORDS ON LEADERSHIP DEVELOPMENT

“

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 on-the-job learning/ Sustainable Development (SD). 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

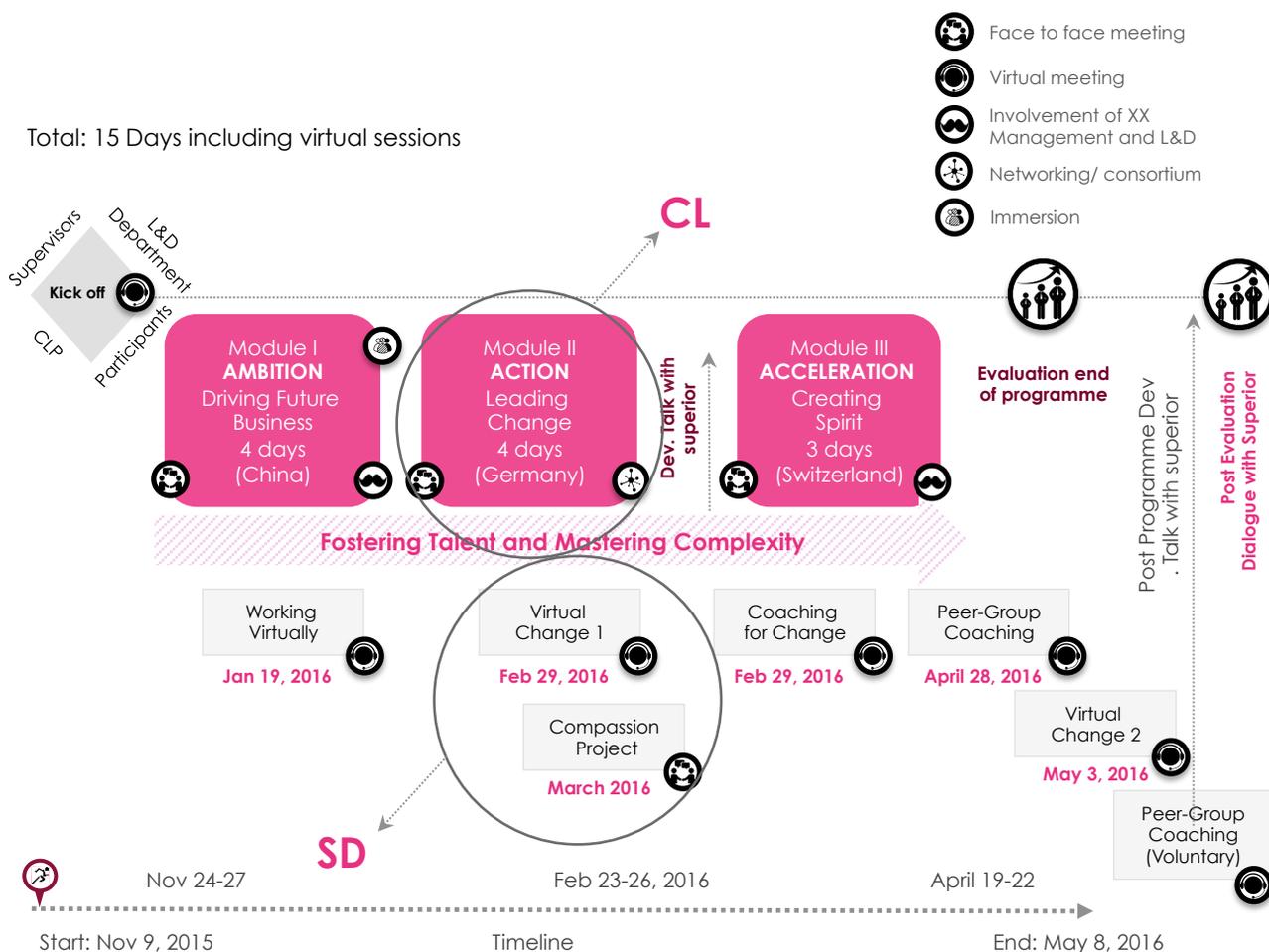
learning is still low. Middle to top managers gain equally from collaborating with others but more from challenges on the job than from classroom training. Top leaders are responsible for executing strategy based on self-made decisions. Classroom training is too theoretical to be immediately useful. 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



A further trend is to develop leadership development programs for intact (senior) management teams. This will be the topic of a next 500 words issue.

**Tag words**

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

We are excited to hear about you experience. Please share with us your thoughts, concerns or examples at:

[500words@change-leadership.net](mailto: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.**