INNOVATIVE PRACTICES IN EXECUTIVE AND LEADERSHIP DEVELOPMENT

Masterclass

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Masterclass

Purpose

• Provide a forum to learn about innovative practices in leadership development and inquire collaboratively into their relevance, application and potential value in your own business context.
<table>
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<tr>
<th>Time</th>
<th>Session Description</th>
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<tr>
<td>0900 - 0920</td>
<td>Welcome, Introductions.</td>
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<tr>
<td>0920 - 0945</td>
<td>Business Context, Challenges for Leaders &amp; our Purpose, Today</td>
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<td>0945 - 1045</td>
<td>Climate for Learning, Learning Power, Learning as Construction Work</td>
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<td>1045 – 1100</td>
<td>Break</td>
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<tr>
<td>1100 - 1130</td>
<td>The Challenges Facing Leadership Development</td>
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<td>1130 - 1230</td>
<td>Leadership Purpose (continues after lunch)</td>
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<td>1230 - 1330</td>
<td>Lunch</td>
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<td>1330 – 1415</td>
<td>Leadership Purpose, Leadership Voice and Leadership as Authorship</td>
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<td>1415 - 1430</td>
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<td>1430 - 1600</td>
<td>Integrating Themes - Parliamentary Debate, News Night 2020</td>
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<td>1600 - 1700</td>
<td>Practical Solutions to Leadership Development Needs</td>
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<tr>
<td>1700 - 1730</td>
<td>Implications, Reflection and Final Words</td>
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<td>1730 - 1830</td>
<td>Refreshments and Informal Networking</td>
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### Impact of the digital economy

#### WORK ACTIVITIES

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**BUSINESS AND LEADERSHIP CHALLENGES**

- Allocation of work to automated capacity to gain competitive advantage
- Re-allocation of work to the human capacity released by automation to gain competitive advantage
As much as 45% of work activity could be automated.

The company drive for efficiency has made it harder for leaders to adapt and change.

**INDUSTRIAL WORLD**

Value driven more by position and process

**DIGITAL WORLD**

Value driven more by idea and project

NEW LEADERSHIP REQUIRED: PERHAPS, A BIT OF BOTH?

In a digital world, companies need a climate in which imagination, ideas and innovation flourish.
Human performance is cybernetic

LEARNING = ‘ALWAYS ON’
Human performance is cybernetic
Why focus on learning?

- The ability to learn from experience is the strongest indicator of the potential to succeed*

- More important than intelligence, motivation and expertise

- In a digital world, the work people do is more complex, requiring the quick acquisition of knowledge and application of new ideas.

- Learning as we perform is part of everyone’s job – especially for leaders.

Knowledge used to be in the ivory tower. Now, everything we know is online, at our fingertips.
Learning Power

• Research at the University of Bristol, Graduate School of Education: ‘What makes someone a highly effective learner?’

• Factor analysis of existing research and further studies identified 8 characteristics they call ‘dispositions’ – a combination of ability and inclination. Called their model ‘learning power’

• Developed a self-assessment tool initially known as the Effective Lifelong Learning Inventory (ELLI). Improved version is called the Crick Learning Assessment for Resilient Agency (CLARA); owned by Learning Emergence, a research-led, non-profit company.
Learning Power

Self-Assessment Guidance Notes
Read each definition and use the Rating Scale to assess yourself as a learner in a specific context (work, home, social life etc) or across a broad range life-wide situations.

Mindful Agency
I take responsibility for my own learning. I know how I learn, plan learning carefully and use each dimension of learning power effectively. I have a clear learning purpose and adapt it as I make progress.

Rating Scale
6 - Very much like me
5 - Quite a lot like me
4 - Quite like me
3 - A little like me
2 - Not very much like me
1 - Not at all like me

Hope and Optimism
I am optimistic, hopeful and confident that I will learn and succeed over time. I have a growth mindset; I believe I can create the knowledge I need for what I want to achieve.

Collaboration
I learn well with and from others, as well as by myself. I collaborate to create new insights, ideas and knowledge we can use. I listen and contribute productively when learning as a team.

Belonging
I belong to a group or community to whom I can turn when I have particular questions to ask or problems to solve. I have social networks and friendships to draw on when I need them, and I provide the same in return.

Sense Making
I make sense of new information and make connections with what I already know from different sources. I connect what I’m learning with my purpose and the performance I want to improve.

Creativity
When I am learning, I use my intuition and imagination to generate new ideas and knowledge. I take risks and try different ways of learning to arrive at the answer, solution or outcome I need.

Curiosity
I am naturally curious. I like to get beneath the surface of things and find out more. I am always wondering and asking questions like, ‘why?’, ‘how come?’ , ‘what if?’ and ‘who says so?’

Openness to Learning
I am open, willing and ready to learn – not rigid, dependent or closed to learning and change. I am flexible in my self-belief, willing to persist and ready to manage any self-doubt.

Rigid Persistence ........................................... Fragile Dependence
Improve Your Learning Power

Everyone can improve their learning power. Your profile is not ‘fixed’. It does not define your learning style or type. It is flexible and adaptable. You may have preferred ways of learning that have become habits. Practicing learning in different ways helps to improve your learning power. Identify dimensions in your leaning power profile that you want to improve. Choose the context in which you want to improve and, using the hints and tips on this sheet, consider improvement actions you could try.

**To Improve: Mindful Agency**
- Take responsibility for learning as an enabler of performance
- Make conscious choices about what and how to learn
- Be clear about your purpose and align your learning with it
- Reflect on your beliefs and assumptions as well as your behaviour

**To Improve: Hope and Optimism**
- Recall how much you have already learned
- Strengthen belief in your potential to learn more
- Break learning challenges down into smaller steps
- Acknowledge progress, however small

**To Improve: Collaboration**
- Join a group or network who like sharing knowledge
- Tell others what you want or need from them, ask for it
- Make others feel welcome and encourage them to learn
- Encourage the application of collective intelligence

**To Improve: Belonging**
- Build understanding by listening and learning
- Ask others what they want or need from you
- Find out how others learn from one another
- Offer to help someone learn from your experience

**To Improve: Sense Making**
- Make connections between ideas and things
- Ask for clarification, then read it back
- Check your understanding with others’
- Understand why and how things matter to you

**To Improve: Creativity**
- Break a habit, try different approaches to learning
- Experiment, explore and invent new ways to learn
- Try doing it your way, not just ‘the right way’
- Ask someone how they learned and try their approach

**To Improve: Curiosity**
- Don’t take things at face value, get beneath the surface
- Ask why, how, who, when, and what if, more often
- Focus on what genuinely interests you
- Take a critical issue and really get to know it

**To Improve: Openness to Learning**
- Value stubbornness and sensitivity – both have their place
- Become more aware of your internal state of readiness to learn
- Notice factors that exaggerate persistence or dependence
- Turn up your determination, but don’t let it dominate
LEARNING AS CONSTRUCTION WORK

CLARIFY PURPOSE  LEARN EFFECTIVELY  CONSTRUCT KNOWLEDGE  PERFORM SUCCESSFULLY

DEFINITION: Learning is…the ability to construct knowledge-for-action and use it to perform successfully

Question for us: How does the design of leadership development take participants through all stages of the learning journey?
Our theory of knowledge is changing

**MODERN WORLD**

Scientific investigation

*Knowledge is* **found** *out there*

Knowledge and meaning are objective, universal and objective …for ever

**POSTMODERN WORLD**

Social construction

*Knowledge is* **made** *between us*

Knowledge and meaning are local, contextual and relational …for the time-being

‘The goings-on between people in the course of their everyday lives are seen as the practices during which our shared versions of knowledge are constructed’

Vivien Burr

**WHY ‘CONSTRUCTION’ REALLY MATTERS**
At least five ways to be ‘absolutely right’

Science
Knowledge comes from research

Experience
Knowledge comes from lived experience

Common Sense
Knowledge is what we agree it to be

Tradition
Knowledge comes from custom and tradition

Revelation
Knowledge comes from enlightenment
Only one way for the challenges we now face

**Experience**
Knowledge comes from lived experience

**Common Sense**
Knowledge is what we agree it to be

**Tradition**
Knowledge comes from custom and tradition

**Revelation**
Knowledge comes from enlightenment

**Construction**
Knowledge is what *they* have to create together, now, for the challenges only *they* know.
It changes the nature of learning

**MODERN WORLD**

*Learning as consumption*

**POSTMODERN WORLD**

*Learning as construction*
Knowledge is made, not found

Learning is construction work. Questions are generative.
How do we frame the questions that set imagination free?
In every field of human endeavour…

If you haven’t a purpose people want to follow, you’re not a leader… yet

…leadership provides purpose for performance
As important as ‘you’ are… they are following you because of your big idea.

We don’t follow the person alone… we follow the person and their big idea. Leaders need to know what theirs is… and be able to explain it.
‘A multiyear research project found that of all the events that can deeply engage people in their jobs, the single most important is making progress in meaningful work.

People are more creative, productive, committed, and collegial in their jobs when they have positive inner work lives. But it’s not just any sort of progress in work that matters. The first, and fundamental, requirement is that the work be meaningful to the people doing it.

...your smallest actions pack a wallop because what you say and do is intensely observed by people down the line. A sense of purpose in the work, and consistent action to reinforce it, has to come from the top.

As an executive, you are in a better position than anyone to identify and articulate the higher purpose of what people do within your organization. Make that purpose real, support its achievement through consistent everyday actions, and you will create the meaning that motivates people toward greatness. Along the way, you may find greater meaning in your own work as a leader.’

Teresa Amabile and Steven Kramer
McKinsey Quarterly, January 2012

TERESA AMABILE
Professor of Business Administration
and a Director of Research
Harvard Business School
What’s your leadership purpose?

Authenticity

- In life, what do you care about? What really matters to you?
- At work, what do you care about? What really matters to you?

Integrity

- How does who you are in life amplify who you are at work?
- How who you are at work amplify who you are in life?

Purpose

- What do you really want to do, or be? …create, improve change or achieve?
- Whose lives do you want to change for the better? Whose support do you need?
- What’s your leadership purpose?
Everything we do happens in our written and spoken word. Your voice… identifies who you are, how you are and what you stand for.

Knowing how to use your voice is critical to effective leadership. But developing voice is rare. Like learning, we seem to take it for granted?

HOW DO YOU DEVELOP LEADERSHIP VOICE?
For leaders, work is talk

For leaders, work is talk

Everyday leadership does not have the neatness of a book or a competency framework. Formal and informal, it comes through your written and spoken word.

Voice brings leadership to life.

Voice brings leadership to life.

Everything we do happens in our written and spoken word. Your voice... as unique as your fingerprint.

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Everything we do happens in our written and spoken word. Your voice... identifies who you are, how you are and what you stand for.
Voice: What’s the story?

• Consistency comes from clarity, knowing, ‘What’s the story?’

• A good story is persuasive, it engages and takes others along

• Traditionally, four elements:
  • a meaningful, aspirational purpose that others also ‘want’ – ‘telos’
  • a rationale, an underpinning argument that makes sense – ‘logos’
  • an authentic expression of self, someone to believe in – ‘ethos’
  • an empathetic, compassionate appreciation of others – ‘pathos’

• And the ability to tell the story in many different ways
Corporate leadership as corporate authorship…

‘As in the real theatre, in the corporate world it is the compelling story line that captures the imagination and retains the attention.’
AND NOT FORGETTING... THE IDEAS AND SUGGESTIONS YOU SHARED... THANK YOU!!

Thanks to all who attended the first Accelerance Masterclass

We look forward to seeing you at our next event!

The Accelerance Team