Developing the next generations:
Changing demands, challenges & opportunities for Business Schools

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Doing ‘leadership’!
Talent development focus and issues in employing organisations
Delivering leadership development at work
Can Business Schools go further?
PRACTICES count

Think systemically and act long term

Grow people through performance

Put we before me

Talk is work

Give time and space to others

Bring meaning to life

Aware and authentic to leadership first

Apply the spirit, not the letter of the law

Take deeper breaths and hold them longer

The Work Foundation, Exceeding Expectation
Is exec ed simply too cerebral?
Where can organisations put their talent effort?

**Top talent**
- Execs

**Universal HRM**
- 'Step-by-step'

**Specific job pools**

**Critical posts**

**Early**

**Mid**

**Hirsh, Institute for Employment Studies**
Business drivers and focus of ‘talent’ attention

- Flip-flop between developing the many & the few
- More specific skills + faster response needed – function & market knowledge more important
- Acute uncertainty (‘messiness’) in public sector, market shifts in private sector, complex partnerships in both
- Still plan for most senior, ‘strategic’ roles – often globally
- Acute vulnerability right at the top
- Over half in recent CRF study plan for ‘critical’ roles – key to (operational) performance and hard to fill
- ‘Key’ professional groups and top experts more essential to strategy - over 40% plan for these
- Very short, short (1-2 yr), longer (3-5 yr) timeframes
- Really long educational pipelines in some sectors
Example – talent development across career

Early engagement
- Technical expertise
- Business skills
- Relationship skills
- Client experience

Working with key talent
- Deeper business awareness / skills
- Org Business Diploma
- Emerging Leaders Programmes
  - Learner led
  - Senior engagement
  - Discovery focused projects
  - Personal authenticity
  - Responsible leadership
  - International focus
- Career Management
  - Cycles of experience
  - Breadth and depth

Towards senior roles
- Broader business awareness / skills
- Business Schools
- Global Programme
  - Global perspective
  - Discovery focused
  - Developing World Projects
  - Personal Leadership Vision
  - Responsible leadership
- Career Management
  - Cycles of experience
  - Senior Roles and active talent management
Some talent development challenges

- Spotting & testing talent
- ‘Bigger picture’ view of business & its context
- Leading at a distance &/or globally
- Organising & engaging your team
- Relationships, partnerships, difficult employees
- Big job jumps – risk aversion
- Visibility & networking
- When change becomes chaos
The focus and content of leadership development

• Which of these trends & issues do we recognise?
• What other changes do we see in leadership learning needs?
• Which are most important for us to address?
**Choices in development approach**

**Prescribed**
- Development Programmes
  - e.g. Leadership Training Programmes
  - e.g. Skills development
  - e.g. Management development
  - e.g. Business Schools
- e.g. 360° feedback
- e.g. Tailored Internal Development programmes
- e.g. Innovation methodologies

**Team building**
- e.g. Team Development
- e.g. Outdoor Learning

**Individual**
- **Development Programmes**
  - e.g. Leadership Training Programmes
  - e.g. Skills development
  - e.g. Management development
  - e.g. Business Schools
  - e.g. 360° feedback
- e.g. Executive Coaching
- e.g. Mentoring
- e.g. Individual Leadership Journeys
- e.g. Personal development

**Collective**
- **Team building**
  - e.g. Team Development
  - e.g. Outdoor Learning
- e.g. Open Space methodologies
- e.g. Collective Leadership
- e.g. Cyber space groupings

**Emergent**
- **Emergent group process**
  - e.g. Action Learning

**Emergent group process**

*LSDA framework in ‘What is Leadership Development’ (Bolden 2005) at Centre for Leadership Studies, Exeter*
Atomised or Holistic?

**Atomised**
- Bite-sized modules
- Matching menus
- Self-service
- E-learning
- Technical or generic
  - Looks systematic
  - Just-in-time
  - Bulk delivery
  - Low impact?

**Holistic**
- Integrated ‘programmes’
- Mentoring & coaching
- Experiential learning
- Team learning
- Communities of practice
  - Social & cultural
  - Transfer into job
  - Hard to bulk deliver
  - Higher impact?

*Michael Eraut and Wendy Hirsh, The Significance of Workplace Learning for Individuals, Groups and Organisations, SKOPE, 2007*
A palette of development approaches

**Formal training**
Courses, educational qualifications, CPD
e-learning

**Personalised support**
Enriched feedback
Formal coaching
Mentoring
Learning sets

**Experiential**
Planned experiences/exposure
Secondments, assignments
Projects
Managed career moves, rotations, work shadowing

**On or near the job learning**
Coaching by line managers or peers
Team learning, exposure in current job

**Social and informal learning**
Networking, centres of expertise, alumni/prof networks
# Example - Developing senior management successors

## CAREER & DEVELOPMENT PLANNING WORKSHOP

## PERSONAL DEVELOPMENT PLAN (including regular review of progress & plan)

### DEVELOPMENT NEEDS

<table>
<thead>
<tr>
<th>Leadership skills and behaviours including Strategic thinking, Decision, Risk</th>
<th>Managing and understanding the business</th>
<th>Off the job training</th>
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</thead>
<tbody>
<tr>
<td>People skills include Influence &amp; communication; Building effective teams &amp; partnerships; Developing people</td>
<td>Focus is on understanding and applying main business processes; key business functional skills &amp; strategic business context</td>
<td>Core leadership modules</td>
</tr>
<tr>
<td>Self awareness &amp; resilience</td>
<td></td>
<td>Seminars and visits</td>
</tr>
</tbody>
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### DELIVERED THROUGH

<table>
<thead>
<tr>
<th></th>
<th>Developmental job experience</th>
<th>Strategic project</th>
<th>Personalised Support (on or near the job)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>e.g. leading a major project and/or a secondment and/or acting up</td>
<td>Cross-functional and cross-region with a senior leader as sponsor</td>
<td>Coaching/ stretch in current job</td>
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<td></td>
<td></td>
<td></td>
<td>Mentoring</td>
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<td></td>
<td></td>
<td></td>
<td>Learning set(s)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Regular feedback and review of development plan</td>
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</tbody>
</table>
Not easy for organisations to....

- Deliver appropriate learning for junior managers
- .....around the world, in varied languages
- Challenge Anglo-Saxon leadership assumptions
- Combine consistency of coverage with experiential approaches
- Afford external coaches or rely on internal coaches
- Sustain approaches and messages over time
- Know what’s working
The delivery of leadership development & opportunities for Business Schools

• What changes to delivery approach have our institutions already made?
• What have we learned about what can work?
• Where can BS’s help organisations further with some of their delivery challenges?
Can Business Schools go further – your views?

- Rebalancing head, heart, hands and self
- Challenge some pervading assumptions: West is best, organisational strategies are usually visible
- Educating leaders who are not going to be general managers
- Careers education as well as progressive skill development
- Just-in-time support for leaders through key transitions
- Role model how disciplines should work together
- Stretching further on emergent, experiential & personalised learning
- Working personally but remotely – like leaders have to
- More e-learning which isn’t reading
- Something exciting for first time managers…. Deliverable globally
- Experts in what works