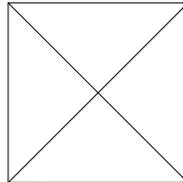


Changing the Amcor story: developing leadership and mapping organisational change using archetypes, group dynamics and narrative analysis



Introduction

This case study describes the Amcor Strategic Leading Program. The program was selected for its innovation in combining theories and practices of individual and group transformation with software-enabled narrative analysis to support leadership development and organisational change. The programme also built on research relating specifically to Australian work culture and leadership.

Overview

The Amcor Strategic Leading Program, run for the first time in 2007, used an intense group dynamics-based learning framework to create a powerful set of supportive relationships between senior leaders across a disparate organisation.

At the start of the program, direct reports of the program participants created a collection of **leadership archetypes** representing themselves and their bosses using a structured narrative analysis technique. During the program participants also created a collection of leadership archetypes. When they had done so, participants were shown the archetypes their reports had created and they plotted both sets of archetypes – which are represented literally as cartoon characters - against existing **culture maps of leadership** in the Australian work culture. The plot provided a snapshot of current leadership behaviour in the organisation.

Participants then engaged in an intense two-module program (7 + 5 days, one month apart) that sought to provoke **personal** and **group transformation**, and facilitate skills development to enable them to take ownership for, and work on, leadership behaviour and culture within their businesses.

At the end of the program, a process was established whereby each participant, his/her boss and reports two levels down continue to tell stories on a regular basis, indexing them against a number of criteria. A user-friendly software tool is used to facilitate the process and interpret the data, thus providing an efficient way of tracking changes in leadership behaviour at senior levels across the organisation.

"Invented here". Integral change at the Naval Surface Warfare Center, Corona



Introduction

This case study describes a leadership and organisational development intervention for a division of the US Navy delivered in partnership with Notre-Dame. It was selected for the innovative use of Integral theory as the overarching framework to inform the methodologies and theories used to effect individual and whole system change. The case study also demonstrates the value of an engaged workforce in embedding change and taking ownership for their future development.

Overview

Notre Dame has worked with the Naval Surface Warfare Center - Corona division, since 2005 on leadership capability and organisational development. The work has involved three distinct phases:

- Phase 1: 2005 Corona Leadership Academy (CLA)
- Phase II: 2006 Whole-system Executive Leadership Development (WELD)
- Phase III: 2006-8 Employee Development Program (EDP)

Phase I, the Corona Leadership Academy (CLA) essentially acted as a springboard for later work. Its purpose was to cascade leadership development through the organisation in a way that created a shared understanding and discourse. It touched all employees at Corona to some extent, though the emphasis was on leadership development for middle to senior managers.

Phase II, the Whole-system Executive Leadership Development (WELD) initiative, involved a range of means to promote individual and organisational development, including individual assessment and coaching, workgroup activity and expert input, culminating in a large scale event in May 2006. Three methodologies underpinned most of this work, **Action, Reflection, Learning, Real-time Strategic Change** and **Polarities Management**.

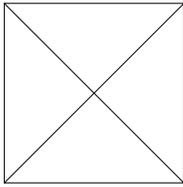
Phase III, the Employee Development Program (EDP) emerged out of the activities begun during phase II. The focus is on facilitated workgroup activity, coupled with expert input as required. The EDP continues into 2008, with workgroups rolling out the employee development systems they have designed, identifying and requesting further development as required.

At the start of the relationship between Corona and Notre Dame in 2005, the program of activity had not been mapped out beyond an initial design. This was intended to equip employees at Corona to define their needs as these emerged and commit to working on them, with the support and expertise of the Notre Dame team.

The blend of consulting, executive education, coaching, action learning, strategy definement and refinement, assessment and large scale change events that resulted was held together by an overarching appreciation for the interdependencies between these components as described by **Integral theory**¹.

¹ See various websites, e.g. www.integralinstitute.org and www.integralworld.net for latest updates on theory and application of Integral theory

Emergence, magic and transformation. Alchemical learning out of Africa



A. Introduction

This case study introduces the Alchemical Learning Model, developed by the University of Cape Town Graduate School of Business (UCT GSB). The Model promotes learning at four levels of outcome: explicit, implicit, embedded and emergent and is based on the premise that participation is the primary mobiliser for learner engagement, meaning-making and knowledge co-creation. It is included for its innovative explanation of and foundation for programme design at UCT GSB.

B. Overview

The concept of the Alchemical Learning Model was first articulated in 2004 and has been the subject of ongoing organic development, crafting and refinement ever since.

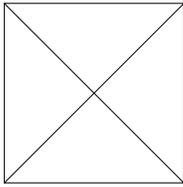
The Model's creators felt that traditional learning assumes engagement is based on **explicit outcomes** which are designed and then taught to. In contrast, the Alchemical Learning Model is designed to address *four levels of outcome* which grade progressively from **existing knowledge** to emergent, **co-created knowledge**. Whilst **explicit outcomes** are considered important, the model predicates that learning can only reach its full potential by engaging with **implicit, embedded** and **emergent** outcomes as well.

Directly correlated with these four levels of outcome are *gradations of participation*. In the model **participation** is the primary mechanism for shifting learners along the continuum from knowledge acquisition to knowledge co-creation.

The aspiration reflected in the model, and in the work it represents, is to develop high impact, sustained learning interventions that are truly responsive to individual and group needs. It provides a response to the criticism that transmission-based learning often fails to embed learning and create transformational change back into client organisations. The model takes participation seriously, in contrast to the often unsubstantiated rhetoric of 'participation' that its creators believe exists in some executive development offerings.

The enactment of the model is seen in design and delivery of both customised and open executive education programs at UCT GSB.

An environment of innovation: the BI Norway story



A. Introduction

This case study describes both the underlying innovative culture of the BI Norwegian School of Management and a novel series of programs which use the thoughts and words of historical figures as a foundation for modern leadership practice. The programs are based on 'cities' courses run by a cross-disciplinary faculty team which take participants to specific locations such as Rome, Troy, Florence or England to understand the beliefs and thoughts of key people in history including Machiavelli, Dante and Elizabeth I, and how they relate to successful leadership in today's business world.

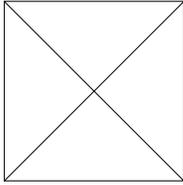
B. Overview

BI was established in 1943 as a privately-funded educational institution, a markedly different approach to the typical Norwegian model. Therefore right from its inception, its survival has been dependent on meeting the needs of the business market. This culture has driven entrepreneurship and innovation at BI throughout its history. Glenn Ruud, Director of Studies of Executive Programs believes a 'faculty cowboy mentality', where faculty are given the freedom to innovate is the key to BI's success as a business school. He sums up the conditions for innovation at BI as a belief in personal ability to innovate, being in the right place at the right time, personal relationships, coincidences and finally structuring the solution to be a success.

Two BI Associates Steinar Bjartveit and Kjetil Eikeset, with backgrounds in psychology and philosophy, developed a concept of using classical literature and academic texts, explored in the physical 'home' of that text to create a strong experiential learning opportunity around leadership and management. These so-called 'cities' courses are founded on a strong belief that older texts, such as Machiavelli's 'Il Principe' are as appropriate as those from modern-day management gurus and that fields such as conflict theory, existentialism and psychological therapy and complexity theory have much to contribute to learning leadership in today's world.

The courses are aimed at experienced managers who are ready to explore leadership from a new perspective, with the average age of attendees being 38 years. The overall design combines three core elements - modern perspectives, classical perspectives and experiential learning/pedagogy, with the aim of moving away from the traditional executive development case study. The on-site element lasts 3-5 days out of a total of 150 hours learning. Participants experience leadership in the streets, parks, churches and buildings associated with the authors through tasks that used power, influence and political landscapes. There are additional pedagogical objectives which this on-location learning aims to achieve including improved retention, and increased interest, curiosity and motivation in the learners. "There is something about being in the real place. It brings the story alive," says Bjartveit.

"Muscle Memory: the Future Leaders Experience at the Foreign and Commonwealth Office"



A. Introduction

This case study describes the Foreign and Commonwealth Office Leadership program for high potential civil servants. It explains the underlying research on 'learning for the future from hindsight' that led to a new model of learning – muscle memory, and the challenges to both the faculty and participants in undergoing an intensive self-reflective experiential program offering longer term ROI.

B. Overview

In 2006 Ashridge created a very different tailored executive program aimed at future leaders, based on an experiential learning model. Initially developed as an Open offering, the program was tailored specifically to meet the needs of the Foreign and Commonwealth Office (FCO) Band D managers, those immediately below the senior civil service grade. The FCO promotes British commercial interests throughout the world, and those at Band D are at a critical stage in their careers, looking to enhance and develop their high level management skills in a changing global environment.

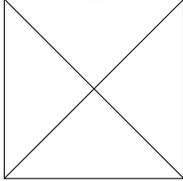
The FCO Development Program grew out of a relatively new program known as the Future Leaders Experience (FLE) founded on research within Ashridge and an increasing need to find an effective learning mechanism for emerging senior leaders as they switched from a general management role.

The design of the program is based on exposing the participants to critical leadership-testing incidents, allowing them to develop 'muscle memory' so that they will be better equipped to deal with real incidents in the future. The nature of these incidents was highlighted through underlying research with over 300 leaders, most importantly investigating the answers to the question "what do you wish you had known ten years ago?".

The four-day program includes a day-long business simulation. It is an intense learning experience involving a variety of activities aligned to the FCO Band D competence framework and the critical incidents, with a strong focus on self-awareness and the impact of the individual on others. The program is facilitated by a highly-skilled team of three faculty. Numbers are limited to eighteen participants to ensure maximum levels of personal support and coaching through the learning experience.

A recent survey of participants has shown that the learning has been embedded back in the workplace at the Foreign Office, and that whilst being very challenging for the individuals, the program has been highly effective.

"The Power of Experience": the development of the ExperienceBase™ tool for sharing executive experiences



A. Introduction

This case study describes the design and development of a software tool called ExperienceBase™, the aim of which is to facilitate and enhance the sharing of experience amongst business executives. Innovation exists not only in the end product; this case demonstrates the power of a diverse team to act synergistically, building innovation on top of innovation through the development and implementation process.

B. Overview

UNC Kenan-Flagler provides executive development to a diverse set of organisations, with specialist focus on business acumen and entrepreneurship/leadership.

Former Associate Dean for Executive Development, James Dean, recognised that tapping into the experience of executives held the key to their ongoing development. Following research, he developed the concept of a software tool to enhance the sharing of experience.

A prototype product was developed in collaboration with Dow Chemicals in order to support a two-week leadership high potential program. This program helped Dow and UNC understand more detailed requirements for such a tool, including the design and support needs to ensure its success within a program cohort.

In 2006 a new product called ExperienceBase™ was specified and developed by an external Web company, Terralien, in conjunction with the UNC team. The product was launched in early 2007 and is now in the beta phase of implementation with four groups: Microsoft Europe, UNC Alumni, recently appointed School Principals and a water utility company.

ExperienceBase™ is designed for intact teams or cohorts from an Executive Development program at UNC, so that there is a strong element of trust within the group. All contributions are anonymous to encourage honesty and openness.

The ExperienceBase™ tool allows individuals to record a memorable experience in their careers along with key information on the impact of their decisions, their learning and how they would act differently in the future. The experiences may be searched in a variety of ways. In addition others may contribute to a discussion based on a particular experience, or based on an unrelated topic.

The tool is intuitive to use with a carefully thought out simple design, which has encouraged a wide variety of approaches to using it by the beta testing groups – from a coaching and support tool for those with current dilemmas in the workplace to acting as the basis for the development of an online 'book of experiences' of those in leadership positions.