## New Paradigm for Leadership Development -- EXECUTIVE OVERVIEW

**Introduction**: Business, government, and non-profit organizations are faced with massive challenges, intense competition for capable managers, all the while generating new innovations and delivering more with less. Developing collaborative leaders who can spur teamwork, trigger innovation, build alliances, and engender deep trust is essential in every quarter across the globe.

In very brief terms – condensing 300 pages of White Papers down to 4 pages -- this Executive Overview charts the evolution of our groundbreaking Paradigm Shift for Leadership Development:

### Why Leadership Training Has Failed and How to Fix It

### 1. Leadership Development Training has Failed over the last Thirty Years

Stripping away all the self-congratulatory hype, we took a hard look at the results produced by Leadership Development over the last fifty years. Our analysis focused on the pivotal question: "Do People Trust Leaders and their Organization?" The assessment was more than disconcerting.

- Trust in Organizations (and thus their Leaders) has plummeted across the board.

  Distrust is not benign – it is corrosive, kills collaboration, destroys the human spirit, contributes heavily to employee turnover, dramatically undermines innovation, and diminishes productivity.

- Senior Executives and Human Resource managers expect leadership training programs to deliver "Transformational Leadership," which seldom, if ever, is attained.

  The billions of dollars spent annually on Leadership Development has been termed the "Great Training Robbery" – 75% of senior leaders are dissatisfied with the results being produced. Yet we were unable to find much effort to change the way Exec. Education was being delivered.

### 2. Major Flaws in Leadership Development Programs

Digging into the issue, we found significant underlying problems in developing effective leaders:

- Structural *Impediments in Academia* that fragment learning.
- Bloated *Cost Structures* that erodes the value of Executive Education.
- Mediocre *Curriculum* in dire need of updating.
- Outdated emphasis on *Traits*, *Characteristics*, and *Styles* of leadership.
- Outmoded *Learning Delivery Methodologies* have failed to deliver measurable impacts in the sponsoring organizations who pay the bills.
- Dramatically *Diminished Effectiveness* because of legacy thinking resulting in a misguided focus on training *individuals* instead of *operational teams*.

  These flaws were significant and troubling, spurring us to embark on restructuring the entire strategy and process of learning and leadership development.

### 3. Redesigned/Restructured Leadership Development for Transformation Results

We realized that the entire conception of Leadership Development had become stultified, built upon layers of generations-old thinking, entrenched bureaucracies, and outdated assumptions which impeded progress. A thorough top-to-bottom redesign was needed, including:

- Better *Architecture*: One of the major impediments to developing effective leaders is the lack of a clear concept or framework about what actually constitutes "collaboration." (i.e. it's often confused it with "congeniality" or "being nice to people.") Thus leaders have had no clear "*mind-map*" for distinguishing true collaboration from other forms of human interaction, preventing quick focus, rapid remedial action, and effective diagnostics.

  Two of the most difficult leadership challenges are strategic alliances and complex project implementation. From these, using our extensive field experience and best practice analysis, we formulated a powerful new leadership paradigm yielding high rewards and reduced risks.

- Better *Alignment*: The heritage of explaining leadership by *traits*, *aphorisms*, *characteristics,* and *styles* has impeded the integration of leadership development with organization development.

  We filtered out the muddled thinking, creating a deeper and more *integrated alignment* between the mission & interests of sponsoring organizations, their leadership development efforts, operational effectiveness, and the core methodologies of executive education.

- Better *Learning Methodology*: Historically, a *Training Model* has provided the theory and practice of leadership behavior. While this sounds reasonable, often it has produced mediocre results. Our experience in Exec. Ed. compelled us to further refine our *Action Learning* framework where everything learned is immediately applied in *workshop* format, producing results fast.

  Action-Learning incorporates a breakthrough "learning loop" process that completes the learning cycle integrating the five dimensions of how a person frames what they *believe*, *perceive*, *conceive*, *achieve*, and what they *receive* for results.

- Better *Cultural Impact*:  One of the perpetual complaints about Exec. Ed. is that after an intense training session, upon being re-immersed back into an unsupportive culture, the new trainee feels their new knowledge and inspiration being depleted, quickly becoming disillusioned.

  We address this by ensuring, up-front, there is significant senior executive sponsorship, HR support, a long-term engagement with a coach, and the coalescence of operational teams as they learn together and rapidly apply their learning to their every-day work.

- Better *Content*: Current Leadership Development curriculum has a series weaknesses, including:

  ➢ Deeply disjointed, fragmented topic areas presented by different subject matter experts with no attempt to link or integrate one element into the next, forcing the student to attempt integration themselves. This stems from each "authority" having their unique "model" for a topic, while Exec. Ed. admin makes no effort to integrate the dissimilar models.

  ➢ Superficial treatment of symptoms and problems, with an over-emphasis on skill-oriented competencies, without addressing root-causes and over-looking the importance of holistically changing the inherent mind-sets upon which actions and metrics are based.

  ➢ Failure to link the curriculum directly to tangible diagnostics and every-day realities faced by participants responsible for execution and implementation.

  We remedied each of these weaknesses in our *Transformative Action-Learning Engagement* strategy. The result is a powerful immersive learning program with a core curriculum that compels the prospective leader to address: the vital questions of "Why?" "What?" & "How?" of

each element of the Leadership Development process, each building on the prior learning. Participants are given ample time to design an implementation platform and begin to see the results before being forced to move on to the next learning element. The curriculum is delivered virtually via pre-recorded video, but activated and customized locally (see next bullet)

- Better *Activation*: Senior executives expect Exec. Ed. to deliver *transformative results*, not just inspired rhetoric. Moreover, because each organization is unique, the Collaborative Excellence program must be receive a modicum of customized tailoring (bespoke) at the field operations level.

  To accomplish this local tailoring, our program uses an established network of qualified *Advisors/Coaches* to facilitate the learning and the production of results within the client organizations. We encourage these advisors/coaches to oversee the implementation of the *Action-Learning* model, making adaptations where ever necessary to produce the desired results. Thus the role of the coaches is not as "consultants," but rather as "resultants." Depending upon the circumstances, the "resultants" can engage either remotely or physically on-site. Regularly the coaches will exchange localized best practice adaptations with each other, thus upgrading the implementation processes.

- Better *Expertise*: Feedback from tens of thousands of senior leaders and managers attending our programs confirmed that the impact of any educational experience was significantly increased when the presenter transcended academic theory and spoke directly as practitioner. While professors are acknowledged for their ability to teach at the undergraduate and graduate school levels, their ability often diminishes at the Exec. Ed. level because of their lack of practical experience "in the trenches."

  Responding to this concern, our team is composed of "Pracademics" – individuals who have spent a large portion of their lives in both the academic and business worlds. Most have researched and written extensively, and are considered "thought leaders." We believe Pracademics are the best people to develop content for Action-Learning. Many of our Pracademics can also do double duty as "resultant" field coaches or coach other coaches.

- Better *Value*: We've reconfigured the delivery system, presenting each learning module "virtually" in pre-recorded sessions, which are adapted for each customer by a local coach/resultant, thus producing *twice the value at half the cost*.

## 4. New Strategy for Organizational Transformation on a Reinforced Foundation

Characteristically, there has been a lack of alignment between *Organization Development* and *Leadership Development*, impeding the progress of both.

- Senior management seeks *transformational leaders*, yet this also requires a conjoined approach with *organizational transformation*. The resulting disparity prevents any synergistic effect.

  What must be recognized is that *Transformational Leadership* requires both a *paradigm shift and a multi-dimensional organizational systems shift*. To believe these shifts can be accomplished simplistically with a scattershot plan is naïve and imprudent. It requires a more holistic perspective of organization as a network of interactive functions that must adroitly aligned (much like an alliance).

- The root cause is the lack of a common *Design Architecture* that frames both *Leadership* and *Organization Development* with a common framework, language, methodology, and objectives. This caused by the silo

mentality of the institutions and competing models whose proponents never tried to unite the disparate elements together, leaving a result that looks like the vehicle depicted above.

Our "Architecture of Collaborative Excellence" was created to unify, align, and integrate the "system" of strategic, cultural, operational, and innovational elements of both *Leadership* and *Organizational Development* in a manner that actually generates the elusive synergy that so many leaders have long sought.

This "systems architecture" is embedded into the *Transformative Action Learning Engagement* methodology to gain maximum impact and meet the expectations of the "customers" of Executive Education: the sponsoring corporations along with the leaders and their teams engaged in the development program.

### 5.   Rules and Principles of Paradigm Shifting Govern the Collaborative Shift

What has been virtually overlooked is the essential importance of viewing *Transformational Leadership* through the lens of *Paradigm Shifting, Innovation,* and *Designing Breakthroughs*.

- Leaders must not try to shift into Collaborative Leadership Excellence on a piece-meal, incremental, half-hearted basis, else there be a classic reversion to the old legacy approach.

Transformations, Innovations, and Breakthroughs can only emerge when there is a strong collaborative culture to support the shift in beliefs, perceptions, conceptions, and actions.

Our approach addresses the key methods for collaborative innovation, designing breakthroughs, shifting paradigms, and overcoming resistance to change.

### 6.   Bridging the Gap between Liberal Arts and ractical/Professional Training

In the larger picture, the current malaise in leadership can also be attributed to the diminishment of teaching moral character and wisdom in college in favor of more job-oriented practical training – a shift that has been going on for over 50 years.

While this issue is far beyond the purview of our role as educators in Collaborative Excellence, we must never neglect the core values and philosophies that underpin our mission and strategies.

- Education, for the last century, has grappled between traditional *Values-based Liberal Arts* education and *Practical Competency Training* that improves job skills. This tug and pull at the secondary and post-secondary levels has largely tilted to the *Practical Training* side of the balance scale (the emphasis on STEM -- Science, Technology, Engineering, & Math is a good example).

This imbalance has triggered the *Law of Unintended Consequences*, with many adverse effects in a college graduate's ability to think, trust, and work together, thus diminishing leadership capabilities.

- We advocate a "Colliberative" (Collaborative & Liberating) Education that adeptly integrates the best of both approaches, while sacrificing neither. While this is a long-term view of changes needed in education, the ideas are well worth considering -- the future of education is at stake.

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