

crf

CORPORATE RESEARCH FORUM

POST MEETING REVIEW NOTES
DIGITAL DISRUPTION –
EXPLORING THE IMPLICATIONS FOR LEADERS
AND LEADERSHIP DEVELOPMENT

3 April 2019, London

4-5 April 2019, IMD Business School, Lausanne

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

At events in London and Lausanne, CRF members gathered to reflect on leadership in the digital age. Two questions guided the days' events:

1. How has the definition of leadership changed for the digital age, if at all?
2. How do we need to be rethinking leadership development?

Gillian Pillans, CRF Research Director, and Jay Conger, Professor of Leadership Studies, Claremont McKenna College, kicked things off by sharing key insights from CRF's latest research report, [*Digital Disruption: Exploring the Implications for Leadership and Leadership Development*](#).

Setting the context, Jay noted that digital disruption is changing the shape of business as we know it.

- **Technology is pushing organisations away from hierarchical management, and toward more collaborative networks.** In the 1980s, managers had smaller headcounts (about five) and assistants to help them with many tasks; organisational structure was hierarchical, there were checks and balances, lots of consistency, and seniority tended to rise to the top. This worked fairly well in a stable world. Today, managers have larger headcounts (about 10-15) and no or shared assistants because technology has enabled managers and their people to do more for themselves. Consequently, we are moving away from hierarchical to more 'pod-like' management structures.
- **Technology has accelerated the rise of knowledge workers and the mobility of talent.** New technologies such as digital professional networks (think LinkedIn) have accelerated the mobility of talent, particularly knowledge workers. In a context where globalisation and efficiency drives have led to extensive outsourcing and job reductions,



INTERVIEW WITH GILLIAN PILLANS AND JENNIFER JORDAN



PANEL QUESTIONS

- Q** Do leaders in the digital age need to exercise humility?
- A** *Having viewed a video of IMD Professor Jennifer Jordan discussing IMD's digital leadership model (watch above), debate focused on the concept of humility as a necessary leadership quality today. Can we really expect our leaders to be humble? Isn't ego necessary to make it to the top? The discussion concluded that a healthy degree of humility is necessary for leaders to accept that they can't know everything that's changing in their world and to be open enough to respond to weak signals of change. Jay shared the analogy of the monk seeking enlightenment, who asked whether ego was compatible with achieving enlightenment. His teacher told him that ego was needed to reach the door of enlightenment, but he would have to leave his ego behind if he wanted to proceed through that door to experience the enlightenment that lay beyond.*

organisational loyalty has decreased, and technology is enabling valuable talent to move on quickly.

- **Technology has helped enable the rise of asset-light business models, which can displace traditional competitors in as little as one to two decades.** Think of Airbnb, becoming the world's largest accommodation provider while owning no hotel rooms.

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

Multiple industries are thus seeing their basis of competition being transformed.

- **Technology has created a transparency effect, in which external stakeholders can quickly hold companies to account.** Technology allows blitz-storming activism to impact companies, positively or negatively. Think of Cecil the Lion – in the wake of the lion’s killing by a trophy hunter, online activists had Delta Airlines changing their policy on shipping trophy animal carcasses within weeks. Six other airlines quickly followed. Today’s leaders must be prepared to deal with the new transparency and its potential consequences. On the other hand, savvy senior leaders can also use these tools to shape perceptions and vision.

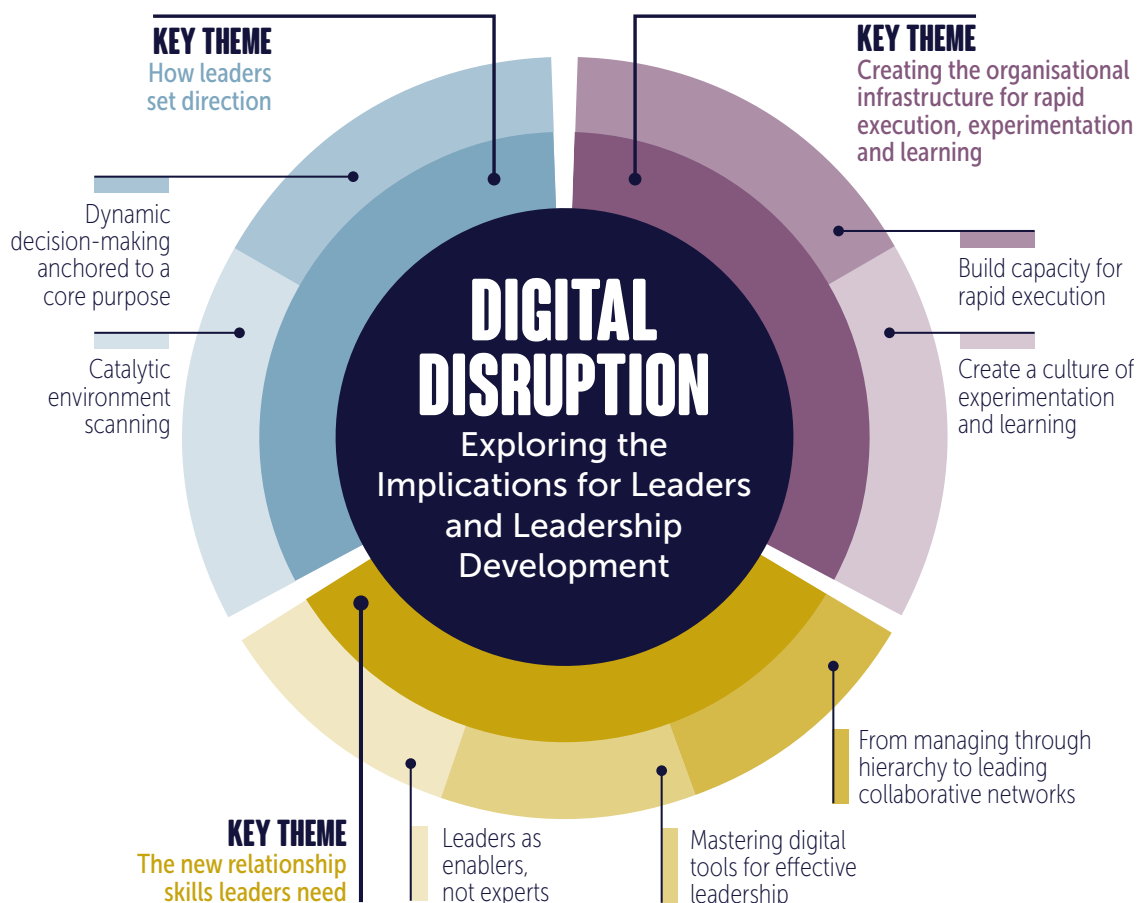
For businesses to survive and adapt to this digitally disrupted, fast-changing context, they have to build the capacity to pick up on signals in their business environment, anticipate changing customer needs, develop new business models and adapt at speed to emerging competitors and market evolutions. Like organisations, leaders must adapt to this new reality.

Gillian and Jay’s research finds that, although the essentials of leadership remain constant – we still need leaders who are effective strategists, good communicators who can unite people around a common vision, deep self-awareness, and so on – leadership has to adapt to the context within which it is exercised. This doesn’t mean that we should discard all our existing models of good leadership. However, the research has identified shifts along three major leadership dimensions.

A. How leaders set direction: from detailed top-down planning to scanning, envisioning and course-correcting.

B. The organisational infrastructure leaders need to build: tools, metrics, processes and an underlying culture that enable experimentation, continual feedback and rapid execution.

C. The new relationship skillsets required: leading through networks and influence rather than expertise, and leveraging digital communication tools to lead virtual teams.



DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

Unpicking these further, Gillian and Jay identified seven key capabilities that leaders need to develop for the digital age:

1. Dynamic decision-making anchored to a core purpose

The pace of response required to handle digital disruption is leading to more distributed and autonomous decision-making. To avoid chaos, leaders need to draw a broad strategic outline that provides a framework for individuals to evaluate decisions against the broader organisation purpose. It is therefore all the more important for leaders to have a clearly defined and articulated 'North Star' that guides the organisation's or the project team's direction.

2. Catalytic environment scanning

As the speed of change accelerates, so too does the need to grow organisational capacity to scan for weak market signals, identify patterns and develop insights. What's different here is that this needs to be an ongoing activity, not just something that's done every few years.

3. Build capacity for rapid execution

It's not sufficient to just detect changes that require a change in strategy; leaders have to be able to respond to competitive threats or shifting customer expectations quickly. Leaders need to build agility into processes for decision-making and execution, for example through increasing contact points with customers or taking a more iterative approach to developing and testing strategies.

4. Create a culture of experimentation and learning

This means experimenting with many different solutions – not all of which will be successful. For example, at any one time Facebook may have 10,000 different versions of its platform running, as it constantly tests and refines the user experience.

The problem with many modern organisations is that the desire to get things done fast, 'right-first-time' and at lowest cost gets in the way of the experimentation, iteration and

PANEL QUESTIONS

Q What are the critical things that we need to be getting right to design action learning that works?

A Jay Conger: Action learning is a very powerful methodology, particularly for declarative knowledge. But there is too much make-work out there. Action learning needs to be well-grounded, the implications thought through, and participants given sufficient time to do it.

1. Put careful thought into the nature of the project and collaboration between participants and sponsors,
2. Have an executive champion/owner to share ownership with the team, and make sure this champion is good at ownership,
3. The more formal presentations are, the less learning there is; so be spontaneous but without killing ideas,
4. Have coaches / facilitators to follow up, and keep in mind that it needs to be part of someone's day job if you really want to implement it, and
5. Have milestones, with constant feedback between the owner and team. In short, too many action learning projects become just about awareness building. Don't let yours be one of them.

learning needed for innovation-driven growth. The processes and systems that enable rapid execution won't succeed unless leaders create a culture that values behaviours related to innovation, experimentation and learning from failure.

5. From managing through hierarchy to leading collaborative networks

Work is now done more and more through collaborative networks and shared leadership rather than through the traditional organisational hierarchy. This may involve leading cross-functional teams across internal silos, or leading a network of partners that reaches beyond the organisation boundaries to bring the right people together to address the problem at hand. This requires more inclusive and collaborative leadership styles, based on influence and vision rather than leveraging positional authority.

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

6. Mastering digital tools for leadership effectiveness

Digital communications technology is playing a major role in changing the way that leaders lead. Smartphones, social media and online collaboration tools such as Slack make it easier for teams to stay in constant communication, but also make it harder to switch off. As well as mastering these technologies themselves, leaders have to work out how to build trust with remote team members, which is much harder than face-to-face.

7. Leaders as enablers of experts

Finally, leaders in the digital age have to become adept at striking a balance between being experts in their own right and being enablers of other experts. Leaders do need expertise in their field, of course, but the demands of leaders are less about telling others what to do and more about creating a context for others to do their best work and make good decisions. The role of leaders becomes more about coaching and asking good questions rather than being directive, and

CRF MEMBERS ASK...

Q What is the best use of face-to-face learning vs. digital/blended learning?

A *Tim Payne, KPMG: Digital can enhance/ augment/accelerate but not replace face-to-face learning. So use a range of methods; have interventions reinforce one other. But ultimately, I believe nothing is more powerful than face-to-face interventions.*

Jay Conger: You want a blend/hybrid of both.

Trevor Hudson, King: We need to give serious thought to how we categorise learning. Digital is not generally the way to deliver learning for very high skills. For example, to deliver foreign language learning at King we're using digital enhancement... live video conferencing for language tutoring; but we're not trying to teach the complex skill of acquiring a foreign language through a digital-only solution. It's useful to have a decision tree for determining the level of learning, and letting that guide the choice of solution.

CRF MEMBERS ASK...

Q Going back to the leadership model, did you come across any interesting insights on how this varies by level of manager?

A *Tim Payne, KPMG: The model is valid at each level; you can't wait until someone is senior and then try to develop these things. People need to start learning these things from the beginnings of their careers. You can then increase the complexity as they move up vertically.*

they have to create frameworks for effective decision-making in contexts with highly uncertain outcomes.

Leadership Development in the Digital Age

Gillian and Jay discussed the implications of their findings for how we select and develop leaders.

While 87% of respondents to CRF's survey anticipate that the digital economy will fundamentally or fairly extensively disrupt their industry in the future, the research shows that organisations, for the most part, are just at the beginning of their journeys with respect to adapting leadership for new realities. Less than a quarter of organisations have formal programmes in place for developing digital leadership capabilities and over half have not evolved existing leadership programmes and activities to meet the development needs of digital leadership. To date, organisations' focus has largely been on raising awareness and exposing leaders to possibilities. This is good, but building awareness is ultimately only a baby step. If organisations want to fully transform perspectives and build new behaviours, they must undertake more profound change.

Jay distinguished between procedural knowledge (memorise steps and follow them) and declarative knowledge (knowledge that has a high situational dimension and unique components that are not replicated), Jay noted that 70% of senior leadership is declarative. Yet digital education tools are pushing us, rapidly, toward procedural knowledge. This is more efficient and scalable, but strips education of its

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

power to teach people how to use declarative knowledge. Nor does it account for complexity.

Jay noted some of the limitations of tools that are widely used for leadership development today.

- Coaching, as presently practiced, reinforces the idea that leadership is an individual activity; but coaches need to be helping us to learn how to work collectively.
- Assessments are useful but fail to capture nuances, are easily gamed, and don't always get at complexity; we need to avoid their simple attractiveness and not over-rely on them.
- There are too many isolated interventions that aren't even followed up, even though technically, we have the tools to do so.

Gillian and Jay concluded that organisations must be aware that leadership is exercised within a system. Leadership development, therefore, cannot just focus on individual qualities. It must take into account the leadership system including context, followers, and leaders.

Future Perspectives on Leadership

At the IMD event, Professor Ina Toegel shared some future perspectives on leadership from her research on the impact of technology on human relationships. Ina showed clips of Sophia the robot, who can engage in conversation with humans and respond to emotions in a human-like way, and a robot that can conduct a human orchestra. Emotional recognition software can now predict human emotions at 95% accuracy – better than humans.

The implications are profound – in the future embedded software could alert you when someone is lying or tell you how likely someone is to accept your offer in a negotiation. This has the potential to fundamentally question the trust that underpins all human relationships. Ina posed some challenging questions about this technology: how do we maintain privacy when our every response can be analysed? Is it making humans more stupid? Are we losing control as algorithms potentially replace

PANEL QUESTIONS

Q What are you doing differently to develop digital leaders?

A *Tim Payne, KPMG: When we started looking at it seriously a few years ago, we saw that we were overly focused on building awareness and information-sharing. This wasn't teaching anyone how to lead. To address this, we invested in our HR function. HR needs to be digitally capable and future-forward in order to develop digital leaders, so we exposed HR to design thinking, went to Silicon Valley, and so on; HR came out not just thinking but feeling what digital is about. We also assessed our core leadership programmes to see if and how we could make them more digitally relevant. We ended up moving from a model where leaders develop a theoretical idea to solve a problem and then there is no follow-through, to a model where leaders actually solve the problem, build a prototype, use agile thinking, create stuff, and so on. Finally, we looked at where the gaps are between the qualities we need and the tools we have to develop them – specifically, we identified collaboration as a weak point and created programmes to meet this need.*

CRF MEMBERS ASK...

Q I'm intrigued by the idea of followership. When working cross teams/boundaries, this can be challenging. Among organisations that are doing this, what are they focusing on?

A *One organisation we saw investing in this was building a culture of accountability. Followers get together with a plan and then choose their project leader. It's quite democratic, but they also have checks and balances in place. So while there is a great deal of autonomy around decision-making, employees (followers) are expected to understand the implications of the decisions they make. If the implications are high-risk, they have to get buy-in from someone more senior to proceed.*

leaders? Ina emphasised that leaders need to have agency in the light of these changes – to prepare, anticipate the impact, and not ignore the consequences.

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

CASE STUDY: KING

WHERE IS THE WISE LEADERSHIP?

Trevor Hudson, Senior Learning Business Partner at King, a mobile gaming company, shared details of King's journey towards identifying an assessable, replicable definition of leadership specific to their own organisational context.

In his data-driven work, Trevor set out to test a 'Magnificent 7' of hypotheses:

1. People stay with better leaders.
2. The best performing leaders have similarities.
3. The most engaging leaders have similarities.
4. Leadership is in the eye of the beholder.
5. Feelings of inclusion come from leaders.
6. Leadership is in the eye of the beholder.
7. Leaders get promoted.

Using engagement surveys and detailed 360 assessments as primary research sources, Trevor and his team have identified several leadership behaviours that differentiate successful leaders at King. These leaders are:

- Builders of communities (they excel at making connections, within and between teams)
- Present (they can make their presence felt to teams, physically and/or emotionally)
- Radical communicators (they are able to cut through jargon to the core of what needs to be said, in a positive way)
- Empowering (they let their people do what they need to do, and avoid micromanaging)
- Courageous (they engage in intelligent risk-taking, know what to do and not to do to challenge people and the business, and are intelligent advocates for their people)
- Focused (they are clear about what they are doing, drive the right initiatives, and get rid of the noise)
- Themselves (leaders are valued when they're a bit idiosyncratic, and are willing to show what they stand for).

Trevor noted that we develop these skills throughout our lifetimes. They form different levels of competence, and these levels scale as we go through life.

What does it take to successfully lead through complexity?

Trevor spoke about how King is helping leaders develop their capacity to lead in complexity by focusing on organisational wisdom. Organisational wisdom is positively correlated with seniority, assessed potential, emotional intelligence, 360 scores, performance, and age.

Those who have organisational wisdom tend to handle complexity better and are good at

CRF MEMBERS ASK...

- Q** At King, what measures have you, or will you, put in place to understand the success of your programme?
- A** An advantage of using data to inform research is that we can go back to look at movement in the data. So we expect to see movement in the data in our engagement surveys. We are also building a new scaled 360 tool that reflects the good leadership qualities we've identified and will help us assess whether leaders are there or not.

perspective-taking. Organisationally wise leaders are thus better equipped to develop leadership behaviours that differentiate successful leaders.

How do we grow organisational wisdom?

Wisdom develops when we give people a large amount of diverse experience, and train them to pay attention to and reflect on those experiences. It's important to remember that overloaded people cannot learn.

In practical terms, Trevor shared several conventional and unconventional strategies for growing wisdom:

Conventional:

- Experience
- Personality psychometrics (help people become more self-aware)
- Coaching
- Reading non-fiction
- Learning pathways (e.g. those that move people around the organisation)
- Johari's Window (helps build self-awareness).

Unconventional:

- Mindfulness (a buzzword that needs to be made real, because it helps people to genuinely pay attention, listen, and be present)
- Therapy
- Enneagram (useful as a framework)
- Complaint language (a version of therapy that shows people what they care about but aren't empowered to change)
- Reading fiction (see [Further Reading](#)).
- Obituary writing (what would it be? how does it need to be different?)
- 'Levelled learning' (self-assess, what level are you at and where do you want to be?)
- Journaling (useful for the self-insight it provides).

Trevor closed with a key insight: **Anything that challenges a fundamental assumption helps build organisational wisdom.**

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

CASE STUDY: NOVARTIS

UNLEASHING THE POWER OF OUR PEOPLE

Brigitte Gubler, Head of the Leadership and Personal Growth Academy, Novartis, talked us through Novartis' cultural transformation challenge: to transform their culture to empower effective leadership in a digital environment.

What are the business drivers behind radical workforce change?

Novartis sees that broader cultural change is interacting with the digital transformation agenda. Digital transformation is feeding the rise of the 'free agent' worker, and increasing the importance of our digital identities, at the same time that migration and longevity are increasing, the structure of the family, fertility and parenthood are changing, and racial and ethnic diversity are increasing.

What does this mean for leadership at Novartis?

In this context, Novartis finds that expectations of leadership are changing. It's 'out with the old' – charismatic, confident, self-promoting, command and control style leadership – and 'in with the new' – inspired, curious, self-aware, and 'unbossed' servant-style leadership.

- Inspired: Engaging others with the company purpose, role modelling values
- Curious: being a learner, not a 'knower', fostering a learning culture, encouraging others to challenge your views and assumptions
- Self-aware: managing your energy and impact, being clear, persistent, and focused, developing trusting and respectful relationships
- 'Unbossed': Unboss is a new mindset at Novartis, that turns the conventional understanding of management and work (hierarchies, KPIs, job descriptions, titles, bonus schemes, marketing tools and sales strategies) on its head. Instead, it's now critical to lead with purpose, empower and support your people, and get out of the way of your team, while creating clarity and accountability for everyone.

Brigitte discussed some of the programmes that are supporting this shift in leadership and culture at Novartis.

The '**Ready to Grow**' programme sets a foundation, helping people make the transition from individual contributor, to first line leadership. The focus is on the role of a Novartis leader, with an emphasis on servant leadership. RTG is a guided three-part cohort/group learning journey. Leaders experience a slide-free 3-day experiential learning event, supplemented by existing Novartis digital platforms

for classes, visual podcasts, and self-study. Peer coaching, action workshops, nudges, and habit building are integral to the programme.

The **Leading Beyond** programme enables middle management to lead for purpose rather than profit. Leaders are selected for leadership capability rather than technical skills. The programme emphasises letting go, holding direct reports accountable for leadership and stopping managing tasks. Middle managers are also given the opportunity to build their networks across Novartis.

Overall, Novartis' approach to leadership in the digital era:

- Considers talent to be a shared resource rather than owned by one domain/function
- Is simple, standardised and focused on the essential to drive required outcomes
- Is future-oriented, strengths-based and development-focused
- Models an inspired, curious and unbossed culture
- Takes a bottom-up and agile approach: implement & correct based on feedback

Where is Novartis headed?

Novartis is focussing on building digital capability across the organisation. This requires tailored approaches for different audiences, with a common underlying capability architecture. Initial analysis identified three main audience groups for Digital – leaders, practitioners, and associates.

For leaders, it is critical to provide them with the skills needed to sponsor digital projects, to include digital in their strategies, and to create a culture that supports digital. The **Novartis Digital Immersion for Leaders** programme responds to these needs. Rolling out to all leadership teams in 2019, the programme is run by a local digital champion, is scenario-based and hands-on, with digital experiments, gamification, and digital leadership challenges. The objective is for leaders to leave the programme more digitally savvy and able to 'use digital to teach digital'.

Practitioners and associates have different digital learning goals, but equally these goals are supported at Novartis through a variety of digital platforms, including e-learning modules, MOOCs, and virtual social learning communities.

Brigitte left us with a key insight from the Novartis experience: **Accountability is critical. If leaders are not role modelling and supporting others, then everything they are doing is 'ok', but unlikely to lead to the genuine organisational transformation needed to thrive in the digital era.**

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

CASE STUDY: SIGNIFY

THE 128-YEAR-OLD START-UP LEADERSHIP DEVELOPMENT CHALLENGE

Signify, founded as Philips Lighting in 1891, is today the world leader in lighting, with recognised expertise in the development, manufacture and sale of innovative, energy-efficient lighting products, systems, and services.

Signify adopted its new name after starting its journey as an independent company. Leaders needed to be enabled and empowered to move the company into a new space. Signify's challenge was to adapt the needs of leadership development for an established organisation to what was now, in essence, a start-up with a rich history. Derek Bruce, Programme Director, Leadership Development, took us through their journey.

Signify wanted to ensure its leaders were able to radically collaborate, fully embrace digitalisation and ensure their teams have the best employee experience while contributing to Signify's growth. Signify addressed these desires by...

1. Defining a leadership persona and evolving their leadership development portfolio to build leaders for now and the future:

The leadership community, together with HR, co-created their new leadership development model and processes. This required a huge mindset shift from both HR and leaders. Understanding the organisation, its industry, and what leaders should be doing were critical factors. Signify moved from delivering programmes to an experiential, leader-led process, with an emphasis on understanding what would enable leaders to be even more engaged and able to transfer this to their teams and thus make a difference. Derek discussed how co-creation works in practice, using examples such as the EDGE portfolio ecosystem. Co-creation begins with understanding leadership needs, starts small before testing big, emphasises design thinking and customer-centricity, and is transparent.

2. Taking advantage of (useful) digitalising options to enhance the leadership development portfolio:

Signify has integrated digital learning – Learning@ Signify – to support leadership development. L@S is a social collaboration and learning place. Leaders create learning paths for their colleagues; the emphasis is on sharing, learning, and partnering internally and externally.

3. Taking the principles of co-creation to make a difference for the experience their leaders went through when learning:

Signify is using the concept of design thinking and the digital learning platform to embed '365' learning principles for leaders. The goal is to ensure leaders apply their learning, to themselves and to their teams, every day (for example, teach back sessions, reverse mentoring, pay it forward sessions, using WhatsApp for sharing, etc.). Thus, at Signify, leadership is continuous development.

Signify evaluates programmes through continuous reviews with the Analytics lead, reviewing performance management processes, and measuring success in different ways (for example, speaking to teams). Though evaluation is always difficult, early results are promising.

Derek closed by noting **Seven Significant Learnings from the Signify leadership journey:**

1. Have a compelling story: tell people 'why' the company needs to evolve and reinforce what needs to be done differently.
2. Start from the top – ensure leaders and managers are involved in the change.
3. Evaluation is hard.
4. Keep working on engagement and developing the leadership portfolio.
5. Communicate – there is nothing called 'over-communication' during change.
6. Be prepared to make HARD choices.
7. A co-creation mentality takes time.

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

CASE STUDY: SANITAS

SANITAS – DISRUPTIVE: IMAGINE, INCUBATE, INNOVATE

Lina Guerrero, Director of Talent, Development, and Engagement (Europe and Latin America) at Sanitas (BUPA), discussed how Sanitas is using investment in digital start-ups as a springboard to help leaders acquire experience of leading digital businesses. Sanitas' CEO was concerned that traditional talent processes weren't bringing leaders on, and worked with Lina to develop an innovative solution: a four-phase programme, **Disruptive**.

In Phase 1, Scouting, leaders selected for the programme searched for start-ups across six different categories (chronic diseases, preventive care, etc.). 18 start-ups were selected to participate in the Pitch Day when all employees voted to shortlist 6. Following Pitch Day, 6 finalist start-ups worked with Sanitas to develop project pilots in Phase 2, Incubation. All employees could attend weekly team meetings to keep track of the project they had voted for. In Phase 3, Impact in the Business, one of the start-ups was selected for seed investment by the company. Phase 4, Individual Impact, assessed leaders' learnings and the career impact of the programme through 1:1 conversations.

The major business impact of Disruptive thus far has been the creation of a new department to develop, invest in, and commercialise selected projects. This also means programme participants had real business responsibility with real business impact.

Lina closed by sharing some key insights from Sanitas' experience.

- The digital era brings exciting new opportunities to businesses. Pairing those opportunities with leadership development has the potential to hugely benefit organisations.
- Development happens when things are real; everything Sanitas was doing was real (which required high commitment from senior leadership). A sense of daring, and leaving fears behind, was critical.
- Leaders have to be willing to lean into their fear, experiencing it but at the same time daring to do something new in a company, without knowing what the consequences will be.
- Communication is key – at Sanitas, Disruptive engaged the whole organisation; the programme wouldn't have been as successful as it was if they had not communicated properly and engaged

all employees such as getting them to vote for projects. Though the communication piece was initially underestimated, it became a pillar of the programme.

- It is critical to be transparent with participants and with the organisation on plans and goals for achievement, and then to take follow-up action – develop people, move Hipos into new opportunities as soon as possible when the programme is finished, and so on.

PANEL QUESTIONS

Q Do you have any practical insights into how leadership development professionals can create opportunities for attention and reflection?

A *Trevor Hudson, King: Journaling is more effective than we might think. At King, we had a three-month project of contextualising experiences. People self-rated, describing their behaviours and performance to themselves daily. Many people found it so useful they were still doing it a year later. Be aware that we also have to build momentum to develop good habits. It's important to identify whether you are an 'in the moment' or a 'go away and reflect' kind of person, and then utilise your strength. At King we've also found it helpful to repackage qualities – for example, reconceptualise being a person who 'always worries' to being a person 'who's always reflecting'. This reframes a negative positively, identifies something the person can improve, and then helps build momentum.*

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

KEY TAKEAWAYS

Jay's greatest worry is 'all the Potemkin Villages that will be built'. By this, he means initiatives that are designed to create a false sense that we are tackling the future. In organisations, these initiatives are usually peripheral and staffed by low performers. They offer nothing but a false sense of reassurance that the organisation is preparing for the future.



One key capability for the future is catalytic learning. Be keen, be curious, and turn learning into action.



One key skill for the future is facilitation. It helps leaders to get the mindset of shared leadership and the concept of the leader as enabler.



The pyramid (hierarchical leadership) and the pod (horizontal, networked leadership) will co-exist. Organisations need to think about where they will need the pods (the digital leadership).



Other key skills for the future include navigating decision traps, scenario planning, and shared and entrepreneurial leadership.



It's challenging but critical to put your best people in charge of the future, as opposed to the core.



It's important to identify the new metrics. The metrics your organisation is built upon are likely to expire quickly, so be open to the act of abandonment – this is difficult to do because people are so invested in them.



A key learning methodology for the future is action learning, with lots of anchors.

Consider your rewards – are they the right ones? Are they enough?



How will you develop the demanded skills? Beware of procedural traps, and don't try to oversimplify the complexity of leadership.



Organisations need an experimental and entrepreneurial mindset, but must be willing to accept that not everything will work out.



DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

INSIGHTS: APS



APS hosted a pre-event session focused on the impact digital disruption may have on today's leaders. For the HR professionals attending it was an opportunity to consider how they may need to disrupt their leaders and organisations in order to respond effectively to the accelerated pace of change we are experiencing and ensure that they remain effective in a tech-savvy environment.

Considering that a well-known vacuum cleaner manufacturer is set to begin building electric cars, the competitive landscapes is changing fast. Are leaders seeing these changes as threats, or opportunities?

Attendees were challenged to consider how they may need to disrupt their leaders in order to disturb them enough to see things in new ways. The session used some case study examples in order to practically consider how HR can influence change in this way. The values of a leader or leadership team will impact how they clip information to fit what they already know rather than reframe an issue entirely.

The interactive session had participants reviewing data on a leadership team that enabled the discussion and allowed for consideration of how leaders may be approaching problem solving and how they may need to shift their thinking to become or remain more agile. Participants also shared their own examples. The session had participants consider their current culture and how it may need to shift in the future.

With Agility being a buzzword, various aspects of HR, such as reward, recruitment and development were linked to it. Although recruitment may seem like the obvious place to start in terms of shifting thinking, APS pointed out that for most organisations, this is only a small part. We may make some changes but need to build with what we already have. Understanding gaps would allow development to become tailored and specific to driving change and ensuring that the organisation was not left lagging behind. APS shared their experience of working with clients across a variety of sectors and how skill-based development and coaching can bring strong returns.

The session concluded by providing steps to consider taking this forward and how HR can add value when accelerated change is becoming the norm.

INSIGHTS: JCA GLOBAL



At a pre-event session, Jill Pennington, Consulting Director, JCA and Claire Koryczan, Tech Consultant, ran a thought-provoking session on digital leadership.

Starting with the challenging question, "What does digital really mean?", Claire stressed how important it is to get everyone within the organisation on the same page about what digital truly means, especially in relation to business imperatives such as how you engage with clients and how you do business. Then innovate and disrupt, or be disrupted! The discussion went on to highlight that we are currently at the tip of the iceberg with digital and automation; we will need curiosity, agility and collaboration to adopt and maximise digitalisation. This raises the question, "What does this mean for leadership?"

Claire and Jill looked at what skills, attitudes and competencies leaders will need for the increased levels of complexity, pace and expectations of leaders in the digital era. Factor in that Millennials are the first truly global generation workforce; this means that successful leaders will be those who are self-aware and able to build collaborative relationships as well as enable psychological safety.

Jill introduced the role of Emotional Intelligence (EI) in enabling digital leadership. Using a definition of EI – "how I manage my personality", Jill talked through three key principles of EI which directly support digital ways of working and leadership. She stressed that leaders need to create a climate where people feel empowered and enabled to embrace digital; leaders can achieve this by applying their EI. The mindset or attitude of leaders is the foundation for this, and the presentation highlighted how leaders' beliefs about themselves and others is fundamental to digital success.

The session closed with the audience considering how people need to feel to adopt a digital mindset, and discussing what digital means for them and their organisation.

SPEAKERS

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT



JAY CONGER

Jay Conger is one of the world's experts on leadership development and talent management. He is the Henry Kravis Chaired Professor of Leadership Studies at Claremont McKenna College in California. He is also a senior research scientist at the Center for Effective Organizations (CEO) at the University of Southern California. The author of 15 books on leadership, his most recent is entitled *The High Potential's Advantage* published by *Harvard Business Review Press*.



GILLIAN PILLANS

Gillian Pillans has worked as a senior HR practitioner and OD specialist for several organisations including Swiss Re, Vodafone and BAA. Prior to her HR career, she was a management consultant with Deloitte Consulting and is also a qualified solicitor. As Research Director, Gillian has written various CRF reports on subjects including HR strategy, organisation design and development, leadership development, talent management, coaching and diversity.



PROFESSOR INA TOEGEL

Ina Toegel is Professor of Leadership and Organizational Change at IMD. Her executive teaching invokes experiential learning and focuses on a range of topics – from leading self and leading high-performance teams, to emotion management and leading organisational change. Ina's research focuses on the areas of team dynamics, organisational change management, and top management teams during corporate renewal. She is a member of the Academy of Management and of the Strategic Management Society and has worked for the World Bank prior to completing her PhD in management from INSEAD.



DEREK BRUCE

Derek Bruce is Director of Leadership Development at Signify, which enables him to provide guidance and embed their Learning@Signifysocial collaboration platform. His background in the Retail, Media and Financial Services industries has given him an understanding of the importance of the need for leaders to create a physiologically safe environment for employees to have the best employee experience and flourish in their workplace. He believes this is achieved through designing their leadership development portfolio, in co-creation with leaders, which gives them true autonomy over their learning.



BRIGITTE GUBLER

Brigitte Gubler is a trusted and well-respected Organizational Consultant and Coach in Novartis with a strong passion for Leaders and their growth. She has over 20 years' experience in Talent Management, Organizational Development and Learning and holds a Diploma in Organizational Development, Coaching and Adult Learning. Brigitte is currently leading the Leadership and Personal Growth Academy and Novartis Global University at Novartis.



TREVOR HUDSON

Trevor Hudson has worked in the field of Learning and Development, Organisation Design and Leadership Development for more than 15 years. As well as working with organisations to create practical solutions, he has also conducted research on Organisational Wisdom and talent measurement and has several articles in pre-publication. He is a champion of inclusion, wisdom in leadership and a scientific approach to talent in organisations.



LINA GUERRERO

Lina Guerrero Karger has extensive experience in the field of talent management. She began her career in Lilly where she focused mainly on Learning and Development. She then moved to PwC, followed by 8 years at Avon holding various specialist and generalist roles. At PMI she held the role of Global Head of Executive Development and then Vice President Talent and Development for Global Growth and Operations. She joined Sanitas (part of Bupa) in 2016 as Director of Talent, Development and Engagement.

FURTHER READING

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

BOOKS – NON-FICTION

The High Potential's Advantage, Jay Conger and Allan Church, *Harvard Business Review Press*, 2018.

Shared Leadership: Reframing the How's and Why's of Leading Others, Craig Pearce and Jay Conger, *Sage Publishers*, 2002.

BOOKS – FICTION

Books to expand your view of the world:

Persepolis by Marjane Satrapi; *Half of a Yellow Sun* by Chimamanda Ngozi Adiche; *Things Fall Apart* by Chinua Achebe; *Beloved* by Toni Morrison; *To Kill a Mockingbird* by Harper Lee.

Books telling stories of epiphanies and world changing discoveries: *Great Expectations* by Charles Dickens; *Disobedience* by Naomi Aldermann; *Emma* by Jane Austen; *Nights at the Circus* by Angela Carter; *Middlesex* by Jeffrey Eugenides.

WEB

Derek Bruce (CRF Presentation Slides).
<https://www.crforum.co.uk/research-and-resources/the-127-year-old-start-up-leadership-development-challenge/>

Jay Conger and Gillian Pillans (CRF Presentation Slides).
<https://www.crforum.co.uk/research-and-resources/digital-disruption-exploring-the-implications-for-leaders-leadership-development-presentation/>

Developing People in a Time of Digital Disruption, Jennifer Jordan, IMD Business School.
<https://www.imd.org/research-knowledge/articles/Developing-people-in-a-time-of-digital-disruption/>

Digital Disruption – Exploring the Implications for Leaders and Leadership Development (CRF Research Report).
<https://www.crforum.co.uk/research-and-resources/digital-disruption-exploring-the-implications-for-leaders-leadership-development/>

Digital Disruption – Exploring the Implications for Leaders and Leadership Development (CRF Speed Read).
<https://www.crforum.co.uk/research-and-resources/speed-read-digital-disruption-exploring-the-implications-for-leaders-leadership-development/>

Brigitte Gubler (CRF Presentation Slides).
<https://www.crforum.co.uk/research-and-resources/unleashing-the-power-of-our-people/>

Lina Guerrero (CRF Presentation Slides).
<https://www.crforum.co.uk/research-and-resources/disruptive-imagine-incubate-innovate/>

Trevor Hudson (CRF Presentation Slides).
<https://www.crforum.co.uk/research-and-resources/where-is-the-wise-leadership/>

Humility in Learning: The Surprising Leadership Capability for a Digital Age, Michael Wade, IMD Business School.
<https://www.imd.org/research-knowledge/articles/humility-in-learning/>

Leadership Development – Is It Fit for Purpose? (CRF Research Report).
<https://www.crforum.co.uk/research-and-resources/leadership-development-is-it-for-for-purpose/>

Mind the Gap: The Structural Challenges Facing Leadership Education, Jay Conger, *Journal of Leadership Studies*, vol. 6, no. 4, 2013.
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/jls.21270>

The Strategic HR Leader's Essentials – A CRF Toolkit
<https://www.crforum.co.uk/research-and-resources/the-strategic-hr-leaders-essentials-a-crf-toolkit/>

WEBINARS/PODCASTS

Leadership Development – Is It Fit for Purpose?
<https://crf.wavecast.io/live-webinars/leadership-development-is-it-fit-for-purpose>

Rethinking Talent Management
<https://crf.wavecast.io/live-webinars/rethinking-talent-management>

NEXT CRF EVENTS

TALENT ON THE MOVE: TIME FOR A RETHINK?

Featuring our latest research report, *Talent on the Move: Time for a Rethink?* this masterclass will take place in one European location:



MUNICH

THURSDAY 2 MAY

9.00 – 16.00

IESE Business School
Maria-Theresia-Straße 15,
81675 Munich
Germany

[FIND OUT MORE AND REGISTER](#)



The next **CRF Learning** open programme, *Becoming an Effective HRD* is a two-day residential (plus follow-up action day), for HR professionals looking to significantly increase their effectiveness and business impact as an existing or aspiring HR Director.



WEYBRIDGE

MONDAY 3 – TUESDAY 4 JUNE
RESIDENTIAL

TUESDAY 23 JULY
FOLLOW-UP ACTION DAY

Brooklands Hotel
Brooklands Drive
Weybridge
KT13 0SL

[FIND OUT MORE AND REGISTER](#)



FEEDBACK

DIGITAL DISRUPTION – EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT

Thank you for attending CRF's event – *Digital Disruption – Exploring the Implications for Leaders and Leadership Development*. We hope that you enjoyed the event and found it to be useful.

We would sincerely appreciate any feedback you can give us regarding the organisation, running and content of the event.

This survey should take no longer than 5 minutes to complete. We really appreciate your time and will actively use your suggestions to improve future sessions.

Thank you, and we look forward to welcoming you to the next CRF event.

The Corporate Research Forum Team

1. On a scale of 1 to 10, where 1 is poor and 10 is excellent, how would you rate the following:

	1	2	3	4	5	6	7	8	9	10
Overall event										
Venue										
Pre-event communication										
Delivery of content										
Quality of content										
Relevance and quality of materials										
Opportunity for networking										
Opportunity for discussion										
Applicability to my organisation										

2. Was the content of the session helpful for you and your organisation? And what did you get out of the day?

For you:

For your organisation:

3. Please leave us any additional comments on the event in the comments box below, as well as any suggestions on how we can improve future events.

4. Can we contact you in the future or use the information provided here for marketing purposes?

Yes No

Thank you.



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