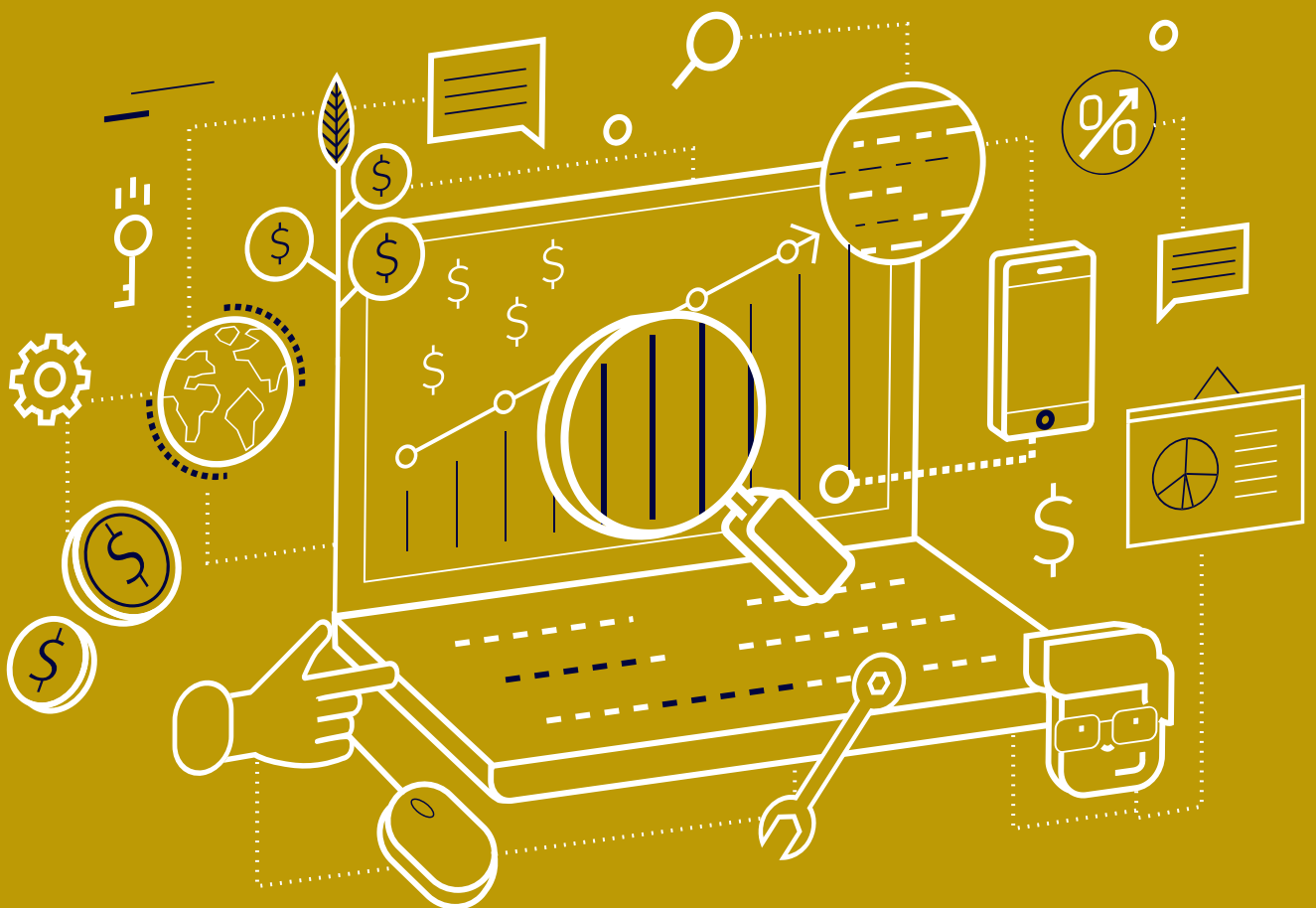


SPEED READ >>>

DIGITAL DISRUPTION

EXPLORING THE IMPLICATIONS FOR LEADERS AND LEADERSHIP DEVELOPMENT



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We live in an era of digital disruption, characterised by the rise of digital technology, the emergence of new competitors, reshaping of traditional industry rules and boundaries, an accelerating pace of change and increasing complexity. While disruption is a constant feature of human society, what is new in the present era is the convergence of technological, economic, geopolitical and societal factors, which together are changing the global competitive landscape at a pace never seen before. Already we are seeing that:

- The traditional advantages enjoyed by large, global organisations – economies of scale, global reach, ownership of assets, large workforces etc. – are becoming less valuable, and may even create inertia in the system that makes change harder.
- The digitisation of products, services, and business processes means digital disruptors can deliver the same – or even greater – value than a traditional competitor, without having to create the traditional value chain.
- Digital dynamics are undermining barriers to entry. For example, web-based service providers in insurance can assess markets without having to build distribution networks of offices and local agents.

Few industries are unaffected by these trends. For organisations, future success and business sustainability rely on the ability to adapt to these changes. To succeed in this new economy, organisations are having to build the capacity for fast innovation underpinned by:

- Agility: the ability to anticipate changing market conditions and adjust quickly.
- Rapid decision making and prototyping through collaborative team working.
- A culture of curiosity, experimentation and learning.
- A tolerance for risk.
- Pragmatic vision and the skill to devise corresponding objectives, boundary parameters, key results and metrics that matter.

Leaders need to both develop these capabilities themselves, and foster them within their organisation. In short, leadership must evolve in response to the changing context.

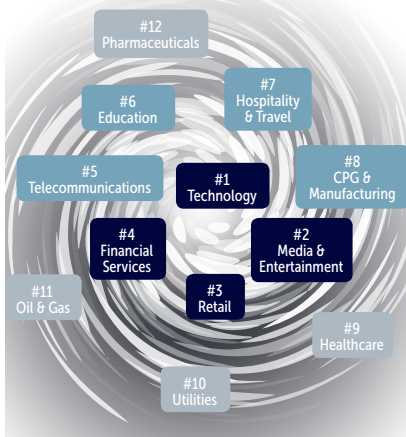
The purpose of this Speed Read is to explore the implications of the Digital Age specifically for leadership and leadership development. Our intention here is not to review the entire field of leadership, but rather to examine how the role and expectations of leaders are changing in the Digital Age and to review the implications of these changes for leadership development practices.

For a fuller discussion of the evolution of leadership and leadership development, see CRF's report [*Leadership Development: Is It Fit for Purpose?*](#)

WHAT'S DIFFERENT ABOUT LEADERSHIP IN THE DIGITAL AGE?

FIGURE 1

The Digital Vortex: Digital Disruption by Industry



Source: Loucks, Macauley, Noronha and Wade, 2016

IS LEADERSHIP FUNDAMENTALLY DIFFERENT IN THE DIGITAL AGE?

The short answer is 'no'. We still need leaders who are effective strategists, good communicators who can unite people around a common vision, with strong people skills, deep self-awareness, and so on. While it's tempting to get caught up in the novelty of 'leadership in the digital age', in essence the fundamentals of leadership remain constant. You can't assume that all the things that mattered in the past no longer count.

However, we note the following imperatives for leadership in the Digital Age.

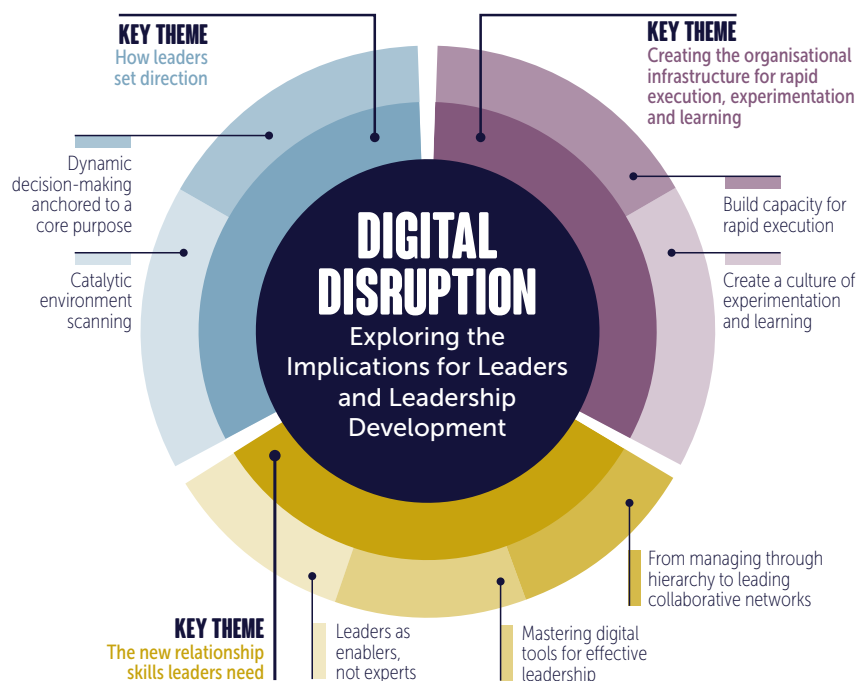
- **Leadership has to respond to the context within which it is exercised.** For example, in a context where artificial intelligence (AI) is taking over routine tasks, and the rise in virtual and remote working means leaders have to find new ways of building and maintaining trust, the 'soft' elements of leadership – the traits and behaviours that enable leaders to help others achieve a common goal or shared purpose – will become even more important.
- **The need to respond at speed to changes in a highly complex operating system is driving leaders to rethink how work gets done.** This change in context requires a shift in mindset for many leaders, which includes learning to take multiple perspectives on a problem, asking more profound questions and seeing problems in all their complexity. In many ways, leaders will have to cultivate the skills long associated with outstanding entrepreneurs who leverage fast learning and response times with an experimental mindset.
- **The volatility and complexity in markets is pushing decision-making and leadership further down in organisations while moving leadership from individuals to collectives.** Organisations today must promote specialists and teams that have the autonomy to solve problems and capture opportunities, while minimising bureaucratic demands and interference. The old approaches to designing organisations – hierarchy with clear lines of authority, delineated functions and formal, long-range planning systems – simply can no longer facilitate the requisite agility. As a matter of fact, they undermine it. Leadership that is more entrepreneurial will increasingly be the norm.
- **Expectations of the workforce are changing,** and these changing preferences, not just the emergence of digital business models, are having a greater impact on leadership.

IN WHAT SPECIFIC WAYS ARE THE EXPECTATIONS OF LEADERSHIP CHANGING?

While we broadly conclude that the core tenets of leadership are not about to be rewritten for the Digital Age, when we look in more detail at what leaders are required to do, and how they need to operate, there are notable differences. Overall, if we imagine leadership on a continuum from tightly controlled and hierarchical to loose, empowering and entrepreneurial, the needle is shifting from left to right. As leaders have to react quickly to emerging digital competitors, and spot opportunities for opening up new lines of business, the need for entrepreneurialism within organisations ('intrapreneurialism') is becoming more dominant.

However, the degree to which these changes apply to different organisations depends on factors such as the nature of the company and its work processes, the degree of disruption in its industry, the level of seniority of the leader, their

FIGURE 2



proximity to customers or involvement in product development, and the degree of interdependence demanded between functions and geographies. The more volatile the industry in which you operate, the more essential it is that your leaders build the capability to anticipate and adapt to the shifting competitive landscape.

As Figure 1 shows, we identified seven key shifts, arranged around three organising dimensions.

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

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

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

We are not suggesting that these capabilities have previously been unimportant, but our conclusion is that the digital business context makes them even more necessary.

1. How leaders set direction

Traditional processes for determining strategic direction – typically top-down, hierarchical, multi-year and formulaic – are becoming outdated, as they are incapable of responding with the speed and flexibility of decision-making required in the digital age. Leaders need more dynamic ways of identifying and evaluating strategic opportunities, and developing timely responses that meet market needs.

A. Dynamic decision-making anchored to a core purpose

When change is continuous and rapid, leaders have to manage a polarity: on the one hand they need a clear, consistent sense of vision and purpose, and on the other they need to reorient the organisation rapidly to respond to emerging threats and opportunities.

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.

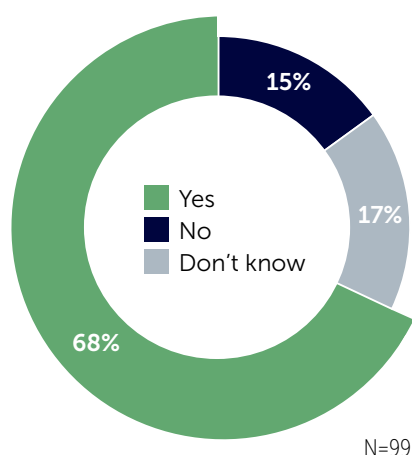
The idea of having a clear vision and purpose is not new. But what has become more essential in the digital age is for leaders to create clarity around the *limits* of the vision. The culture of experimentation that's required for innovation runs the risk of meandering. The more decision-making is devolved, the more people need a way of evaluating ideas against the core organisational vision. Leaders need to articulate a vision but also set some guardrails that establish discipline.

B. 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.

FIGURE 3

Do you anticipate updating your leadership models or competencies over the next two years, to reflect the changing requirements of leaders in the digital economy?



The executive team needs good data in order to choose which options to pursue and how to allocate resources. This needs to be an ongoing activity, not just something that's done every few years.

Using data analytics to understand customer behaviour, sentiment analysis on social media, and analysing customer reviews and feedback, are all tools senior leaders need to learn to tap into to understand customer needs and perceptions of the company.

Leaders also need to build the capability for horizon scanning so that it is distributed throughout the organisation. This might mean the following.

- Having flatter structures, with fewer layers, minimal hierarchy and broader spans of control, so messages about market changes can get to decision-makers more quickly.
- Designing the organisation to have 'maximum surface area' with the external environment, customers and other stakeholders such as regulators.
- Creating mechanisms for scanning the horizon, identifying emerging customer needs or potential opportunities, and spotting looming threats.
- Defining roles and responsibilities in such a way that people are expected to watch and understand the trends associated with particular stakeholders and bring those observations to bear on decisions.

2. Creating the organisational infrastructure for rapid execution, experimentation and learning

Just as the way leaders develop strategy has to change, organisations also need more dynamic ways of creating work products, and responding flexibly to market feedback. This involves developing a leadership system with the right 'hardware' – the processes, system, and skills needed to rapidly execute strategies and pivot as needed – and 'software' – a culture that supports experimentation and enables learning from failure.

C. Build capacity for rapid execution

It's not sufficient to detect changes in the market that require a change in strategy; leaders have to be able to take action to respond to competitive threats or shifting customer expectations quickly, and adapt in response to what the data tells them. Leaders need to build *agility* into processes for decision-making and execution. See our [full report](#) for a discussion of different ways leaders can build the capacity for rapid execution.

D. Create a culture of experimentation and learning

Responding to the business opportunities afforded by digital means experimenting with many different solutions – not all of which will be successful. 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 learning needed for innovation-driven growth. The processes and systems that enable rapid execution won't succeed unless leaders create a culture that encourages and values behaviours related to innovation, experimentation and learning from failure.

Innovation requires a higher tolerance for risk than we might see in steady-state operations. This in turn means accepting 'the right kind of failure', and being open to learning from it. Creating a context where learning from failure can occur means creating a sense of 'psychological safety' in your organisation. Leaders need to be attuned to the fact that this type of culture is founded on trust, which requires consistent behaviour over time, and is easy to break.

See our [full report](#) for a discussion of the features of a culture of experimentation and learning.

3. The new relationship skillsets leaders need

In the digital age the ways leaders lead are shifting, from managing a hierarchy to being more network-driven, digitally enabled and based on influence rather than expertise or positional authority.

There are a number of implications.

- The role of the leaders becomes more about being a coach – asking good questions rather than being directive.
- Leaders have to create frameworks for effective decision-making in contexts with highly uncertain outcomes.
- Leaders have to steer a delicate course between decentralisation and chaos. For example, video game developer Valve gives full authority to individuals to propose projects, recruit project teams, establish budgets, set timelines and ship products to customers. However, it also has a 'rule of three'. One or two people acting alone can't move a project forward, but a group of three can proceed if all are in agreement.

E. From managing through hierarchy to leading collaborative networks

One of the features of the digital economy is that work is done more and more through collaborative networks rather than through the traditional organisational hierarchy. Whereas historically a leader may have directed work from the top of a hierarchy with all employees reporting through the chain of command, now delivering work is about orchestrating a looser network of contributors who may well share in acts of leadership (see our [full report](#) for a discussion of the reasons for this shift). 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 might include customers and even competitors, and can lead to counterintuitive approaches to collaboration.

Leading networks places different skills demands on leaders, including but not limited to:

- More inclusive and collaborative styles of leadership, bringing together contributors across internal and external boundaries to generate a broader perspective around problems and solutions.
- Influencing through persuasion and vision and getting buy-in rather than leveraging positional authority.
- Greater shared leadership: being prepared to step back and let other functions and individuals guide the team at the right moments.
- Leaders act as nodes in the network, facilitating the flow of communication

F. 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. They also have to devise team communication norms that enable collaboration and delivery of the work without burning people out.

The evolution of digital communications has gone hand in hand with the rise in the number of remote workers. Leaders may rarely or never meet their team members in person and are having to become adept at managing people virtually. In addition, the combination of digital tools, flattening hierarchies and leadership through networks is leading to greater spans of responsibility. Whereas leaders may typically have had four or five direct reports in the past, they may now have 12 to 15 or more.

CEOs and other senior leaders now also need to be adept at cultivating their presence on social media, and be prepared for the extreme transparency that goes with being a leader today.

G. Leaders as enablers of experts

Our final observation about how the skills of leaders are changing in the digital age relates to the balance leaders have to strike between being experts in their own right and being enablers of other experts. Leaders do need expertise in their field, of course, but we found that, particularly in knowledge-driven businesses or parts of the business where creative work or innovation happens, 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 pace of change driven by digital disruption means organisations need to respond rapidly, as we have discussed. In order to do this, leaders are having to devolve decision-making lower in the organisation to empower people who are closer to customer or market needs, and therefore better placed to make judgments about the choices that will result in business success. One of the drivers is that information processing is becoming decentralised, so data is more readily available to support decisions being made deeper in the organisation.

We have explored new leadership models for the Digital Age and concluded that although in many ways the drivers of effective leadership remain similar to what they have always been, there are some notable differences. In this section we consider what this means for leadership development.

For the most part, organisations are in only the early stages of rethinking their strategies for developing leaders who can respond to the opportunities and challenges of digital disruption. Many are dabbling in educating leaders about emerging technologies and raising awareness of new business models. A smaller proportion of organisations are further down the line in helping leaders shift their mindsets about how to succeed in the Digital Age. Only very few are investing in instilling leaders with the skills and capabilities that need to accompany those mindsets, for example by using leadership development as a mechanism for putting those capabilities into practice to address emerging business challenges. To date we are observing a more narrow focus on awareness building and educating mindsets rather than more fundamentally addressing the capabilities required to develop and execute new business strategies.

One of the paradoxes of developing leaders in the Digital Age is that, while leadership development interventions are increasingly abbreviated experiences often limited to online learning formats, the demands of digital leadership may require a return to more intensive and extensive learning approaches to acquire mastery. In other words, today's emphasis on bite-size content, web-based learning portals and virtual cohorts are likely to prove poor facilitators in the acquisition of digital leadership skills.

One of the broad conclusions of our research is that, while many organisations recognise that they need to prepare their leaders for success in the digital economy, most are still in the planning or experimentation phases of developing digital leadership mindset and capabilities, and there is a lack of clear consensus about what works. Similarly, with regards to how the organisation culture needs to evolve, our survey suggests that although most organisations recognise the need to develop the culture to support their digital transformation, it is early days in terms of taking tangible action.

WHAT'S HAPPENING IN PRACTICE?

Our interviews with companies showed that, to the extent they are investing specifically in digital leadership capabilities, they are tending to focus on four key objectives.

1. Building awareness of technology and new business models and opportunities

Not many people in senior leadership positions today could be considered 'digital natives' – that is, those who have grown up in the digital age. Leaders have to build familiarity not only with the technology, but also with new business models and the social and organisational trends that are shaping them. Organisations are adopting various strategies to help leaders build their understanding of the digital marketplace and open their eyes to the business opportunities.

- Investment in online curriculums and resources focused on digital. Many companies provide digital content and resources that leaders can access to build their knowledge.
- Digital awareness programmes, both in-house and external, to educate leaders about digital.
- Build understanding of new business models. This is often done through case studies or simulations.

“You can’t develop leadership capabilities in isolation. They have to be developed in context: in real time, around real topics that matter to the business. It’s not action learning in the classic sense, it’s action doing.”

Professor Tony O’Driscoll, Duke University

- Teaching leaders the new management methods that underpin digital. Many of the core management processes deployed by digital businesses are different to traditional methods for developing strategy, planning, budgeting and project management. Leaders are having to become skilled in concepts including design thinking and agile development methods.
- Teaching leaders how to build their digital footprint, and raising leaders’ awareness of social media and virtual management tools.
- Reverse mentoring is widely used. Senior executives are paired with more junior colleagues who educate them on topics such as technology, social media and current trends. Presentations on the findings of action learning projects by tech-savvy employees to executive panels is another form of mentoring.

2. Diagnosing current capability and learning needs

Before choosing where to build digital leadership capability and in order to prioritise resources, it’s important to understand the gap between the business need and current state. We are beginning to see diagnostic tools that specifically target the capabilities required for digital transformation.

Although it is early days, we are also seeing leadership models and related assessments focused on helping leaders build capabilities to face digital disruption. While much work remains to be done to determine whether they are scientifically valid for the purpose of predicting performance, they can be useful for identifying learning needs. See our [full report](#) for an in-depth discussion of one such model, the Agile Leadership model.

3. From action-learning to action-doing

Decades of research have shown that, to the extent leadership can be learned, leaders learn through experience. Organisations can improve the way they develop leaders by identifying developmental opportunities, and helping leaders learn from those experiences.

One method for allowing leaders to practise adaptive leadership is action learning. Well-designed action learning interventions create a space where leaders can experiment with new business ventures while learning new skills. They also allow leaders to develop many of the skills described in Section 1, including fast execution, experimentation, collaboration and building and managing networks.

Some organisations are using action learning as a way of linking strategy development and leadership development, or even using leadership development as a foundation for business transformation. Here are some examples of what they are doing.

- Identifying real strategic and work process challenges that are critical to future success but that the business hasn’t yet been able to resolve – that is, to adopt terminology developed by Ronald Heifetz of Harvard University, *adaptive* challenges.
- Configuring teams to focus on developing, testing and sometimes implementing options. Team members may be assigned full-time for the duration of the project, or on a part-time basis.
- Providing the resources participants need to learn as they go. This might be individual or team coaching, or learning interventions to teach specific skillsets or knowledge required to complete the challenge.
- Finding committed post-programme owners and sponsors who ensure that insights from these learning projects turn into long-term organisational initiatives rather than soon-forgotten presentations.

The key is that these projects need to focus on developing, testing, and implementing solutions, and iterating based on learning. It’s not just action learning – it’s *action doing*. Agile development methods may make it easier to run these types of action learning projects, as it becomes the norm for people to work across several different projects at any time.

Can adults increase their capacity to deal with complexity? Contrary to the received wisdom that cognitive development stops once someone reaches their mid-twenties, research finds that an individual's ability to deal with complexity can continue increasing into old age. See our [full report](#) for a discussion of the research.

Often there will be multiple action learning projects running in parallel. The results can help the executive team choose which ventures to invest in, in order to maximise returns. Successful projects become part of the organisation's strategy, and can provide the next leadership role for those who are involved – so they can essentially define their next role.

See our [full report](#) for some principles for designing effective action learning interventions.

4. Building the capacity of individual leaders to deal with complexity

One of the essential features of the business context leaders have to contend with these days is *complexity*. The nature of a complex environment is that the outcomes of a particular action cannot be predicted. Leadership in complexity becomes more about understanding multiple perspectives and balancing seemingly irreconcilable polarities, rather than providing definitive answers. The implication for leaders is that their individual capability to handle complexity has to match the complexity of the context within which they operate. Some of the organisations we interviewed are using this concept as the foundation for leadership development, for example by using David Snowden's Cynefin framework or Robert Kegan's research on levels of adult development.

The idea that leadership development can help leaders increase their capacity for handling complexity has several practical implications for the design of leadership interventions.

- Leaders at similar levels in the organisation hierarchy will most likely be at different stages of development and have different personal challenges. This requires programmes to be customised to individual needs, and is likely to include significant elements of individual diagnosis and coaching.
- It may be necessary to rethink how cohorts are put together. EY is experimenting with multi-level cohorts for some of its leadership programmes, as a way of better aligning development with specific business needs and also of fostering collaboration and building networks across the firm.
- Getting the right match between coach and learner is essential. Coaches need to have deep expertise in helping leaders grow in psychological maturity. Coaches need to be at least at the same or a higher level of psychological maturity than the leader they are supporting.
- Highly customised programmes tend to be expensive, which may require resources to be diverted from other leadership initiatives.

DESIGNING LEADERSHIP DEVELOPMENT THAT WORKS

CEO surveys regularly show that developing future leaders is a top priority for executive teams. This is reflected in the amounts that organisations spend on leadership development: estimates put global annual leadership development spend in the tens of billions of dollars. However, survey after survey shows that levels of satisfaction with the quality of leaders and the effectiveness of leadership development are low.

While there are no simple solutions to this challenge, there are some fundamental principles that leadership development experts can follow to maximise the business impact of their investment. Here we briefly recap on some of these principles, which are explored in greater depth in our [Leadership Development report](#).

These recommendations can be applied to any leadership development strategy. However, they are particularly pertinent to the challenges of developing people to lead through digital disruption, given the challenges this poses to the sustainability, or even survival, of the business.

"It takes years to learn how to lead or, at least, to learn how to lead wisely and well. It takes, among other things, education and training, practice and experience, reflection and maturation."

Professor Barbara Kellerman,
Harvard University

1. We need greater clarity about what outcomes we are trying to drive through leadership development

Leadership development and business strategy should be closely intertwined, but in our experience they usually aren't. We need to be clear about the business questions we are trying to answer through leadership development, and how we will measure whether the required outcomes have been achieved. In a fast-changing business context, it's also important to recognise that what we need from leaders is evolving at a similar pace, so leadership development has to keep up.

2. Leaders develop through experience, provided there are vehicles to discern and embody new insights

Leadership development has to recognise that, while formal leadership development programmes may be helpful, the only real way to develop as a leader is through on-the-job experience. It's not possible to plan every experience, but organisations can design processes to help leaders build the right types of experience at the right time in their career, and provide support such as coaching and formal development to help them learn from those experiences. In general, job assignments can be made more developmental, if organisations focus on this as a priority.

3. Design of leadership development interventions needs to be based on the principles of adult learning

There is often a gulf between what we understand about how adults learn, and the application of that understanding to leadership development practices.

- **It takes many years of deliberate practice to achieve mastery.** The typical 'sheep dip' approach we see in many organisations – send leaders to a business school, or run an internal programme, perhaps with some coaching and/or action learning thrown in – will not suffice.
- **Learning has to be highly relevant to a person's job.** Adults learn best when they can apply and practise what they've learned. A key challenge to address in designing effective leadership interventions is to reduce the distance between learning and work, and to embed learning in day-to-day performance. Opportunities for practice can be crafted in many ways: options including stretch assignments or project roles, secondments or action learning can be crafted into existing roles.
- **Learning has to engage the learner.** Learning is both a rational and an emotional experience. Recent discoveries in neuroscience confirm that the highest quality learning engages the whole brain. It's also important to help learners understand how to learn and how they can improve through reflection, practice and repetition.

One of the principles of effective adult learning is that, to make learning stick, we need to maximise the integration between learning and day-to-day work, and minimise the gap between learning and practice. Over recent years we have seen an explosion of learning platforms and technologies that give learners access to tools and resources, at their own instigation and in their own time. The rise of 'curated' learning platforms, mobile learning, online social learning and apps that help people track behavioural change are helping to integrate learning into day-to-day work. See our report [Learning – The Foundation for Agility and Sustainable Performance](#) for an in-depth look at these new technologies and how they're impacting action learning.

4. Leadership development has to align with what's happening in the broader leadership 'system'

Leaders don't lead – or grow – in isolation. It's impossible to develop leaders without taking into account the system within which they have to apply what they learn. Any investment in leadership development that fails to take account of the broader leadership system is likely to deliver a sub-optimal return.

- 1. Start with the strategy.** As with any leadership intervention it's essential to start with the business strategy and key priorities. What's the business problem you are looking to solve, by investing in digital leadership? In what ways does the future success of your organisation depend on building digital leadership capability? What are you not doing today that you should be? Can you articulate the ways in which the proposed intervention will address the relevant business issues? While it may be tempting to focus on digital leadership as the 'latest thing', is it really the top priority for leadership in your organisation? What is the general quality of leadership and are there ways in which it can be improved?
- 2. Define the gap.** Conduct a proper needs analysis to identify the nature and size of the requirement so you can customise your approach to what the organisation needs at a given point in time. Identify pockets of capability that you can build on. How do learning needs differ by level of seniority, business unit or function? This will help answer questions such as: "Do we start at the top and cascade down, start in the middle, or take a bottom-up approach? Are there very specific needs that apply to a smaller population of leaders, or do we need to do something for everyone?"
- 3. Align learning and business strategy.** Pair formal learning interventions with work experiences that solve real organisational problems. This might include permanent job moves, project assignments, secondments or action learning projects. Identify strategic business challenges that you can use as a springboard for developing digital leadership talent.
- 4. Get the basics right.** Make sure learning interventions are designed on the basis of adult learning principles. Engage leaders' line managers and sponsors so they can support their people to apply the learning in practice. Use relevant digital tools to support knowledge acquisition and to embed behaviour change.
- 5. Build or buy?** How developable are the capabilities you're focusing on? Is it more effective to develop from within or bring key talent into the organisation? Are you clear about where you are prepared to invest in developing capability? Would making targeted business acquisitions help you realise your digital strategy?
- 6. Update leadership and talent frameworks.** Do your criteria for identifying high potential future leaders or your selection criteria for hiring leaders from outside adequately address the need for digital leadership? Do you consider the need for digital leadership capability when reviewing succession plans?
- 7. Make sure other elements of the leadership 'system' are consistent with the outcomes you are looking to achieve.** Is the organisation design consistent with your stated intentions, for example are you preaching a message of empowerment while maintaining tight central control? Does the organisation culture support or hinder behaviours such as experimentation or empowerment? Do reward and performance management systems foster the behaviours you are looking to develop? Are you clear about how the expectations of followers are changing? Is this adequately addressed in your leadership development strategy?
- 8. Consider how you will evaluate the impact of your actions.** Work out before you start what the key objectives are, and how you will measure outcomes against them. Establish a baseline against which to track performance. Design the evaluation before you begin delivery. Identify key stakeholders and develop a plan for getting their input and keeping them informed.



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