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CORPORATE RESEARCH FORUM

# HIGH IMPACT LEADERSHIP DEVELOPMENT

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# HIGH IMPACT LEADERSHIP DEVELOPMENT

In spite of the vast sums spent on leadership development every year, the latest technological innovations in the learning field and our increasingly sophisticated understanding of how adults learn, impactful leadership development is still relatively rare.

In this paper, sponsored by [BTS](#), we summarise CRF events held in London on 18 June and online on 26 June 2024 which explored the context for leaders, how to improve the effectiveness of leadership development and overcome the barriers that get in the way of success. As well as providing a summary of presentations, discussions and key takeaways from an immersive leadership development simulation, we share some of the common themes of CRF's research on leadership development over the last few years.



## KEY TAKEAWAYS

03

**Leadership development requires careful balancing of tradeoffs and tensions, such as the need to deliver on today's commitments while creating the leaders of tomorrow.**

04

**While there are no simple fixes, it is important to bear in mind certain principles when designing leadership development strategies,** such as clarity about business objectives you are planning to achieve, ensuring that learning is immediately applicable to the job and engaging learners in multiple ways.

05

**Leadership learning and development strategies should be appropriate to the maturity of the organisation's current learning culture.** This level of maturity may be different in different areas and levels of the business.

06

**Professor Barbara Kellerman's research highlights how effective leadership is a three-part system consisting of leaders, followers and context –** organisations should balance the three parts of the system when designing interventions, rather than only focusing on individual leaders.

07

**In today's society, leaders have less authority and positional power and followers are more cynical about the motives of leaders in both public and corporate life.** Consequently, leadership development should shift towards defining a compelling vision, creating meaning and purpose, engaging and inspiring followers and being 'authentic'.

08

**The scale of the challenge is large – levels of satisfaction with the quality of leaders and the effectiveness of leadership development are low and the leadership development industry does not treat leadership as a serious profession.** However, rather than putting off taking action for fear of not achieving perfection, organisations can instead aim to do 'just a little bit better.'

01

**The demands of leaders are changing – the context for leadership today is characterised by ongoing economic and political uncertainty and fast-paced business change.** Multiple factors are coming together to make the current era among the most challenging for leaders, including the impact of net zero targets, increasing stakeholder activism and making sense of new technologies such as GenAI.

02

**What makes an effective leader is also shifting.** CRF research has shown a much greater emphasis on a range of approaches, including charting the way through ambiguous situations, leading remote and hybrid teams and developing organisational cultures that encourage continuous learning and experimentation.

# HIGH IMPACT LEADERSHIP DEVELOPMENT

COMMENTARY



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## Strategies for High-Impact Leadership Development

In today's frenetic business environment, characterised by rapid technological advances and relentless disruption, the demand for effective leadership is more pressing than ever. The 2023 AlixPartners Disruption Index reveals a startling statistic: 98% of CEOs feel compelled to overhaul their business models within the next three years. Yet, 72% of these leaders admit their executive teams lack the agility needed to navigate such upheavals. This underscores a significant challenge for organisations striving to cultivate leaders who can manage complexity, drive innovation, and align strategic initiatives with business goals. The core of this issue lies in a disconnect between strategy creation and execution.

## The Strategic Disconnect: Why Traditional Approaches Fall Short

Leadership development must go beyond the top echelons. Employees at all levels are increasingly required to make decisions that align with corporate strategy and culture, necessitating strong technical, relational, and communication skills. However, the leadership development industry is in disarray. Despite vast expenditures, organisations are disappointed with the results. More than half of senior leaders believe their talent development efforts fall short in building crucial skills and organisational capabilities, leaving Chief Learning Officers struggling to justify their training budgets.

The reliance on prepackaged, one-size-fits-all materials often fails to bridge the gap between strategic intent and operational execution. Leaders are expected to convert strategic goals into actionable plans without adequate support from their organisations. This hampers both strategy execution and leadership growth, stymying organisational adaptability. Many are now re-evaluating their approach, questioning how leadership development serves the organisation, where to focus, and which stakeholders to engage.

## Aligning Leadership Development with Business Strategy

BTS advocates for a paradigm shift in leadership development, merging strategy creation with execution. This approach nurtures a culture where leaders at all levels throughout the organisation are actively involved in shaping and implementing strategic initiatives. Early engagement in strategy discussions fosters a shared understanding and commitment to business objectives and increases action and adoption.

## The Rise of Simulation Culture

For over 35 years, BTS has collaborated with clients to accelerate strategic alignment, shift mindsets and build leadership and execution capabilities through high-impact experiential learning initiatives. Central to BTS's methodology is the 'simulation culture,' a transformative approach for preparing leaders to face today's and tomorrow's business challenges. Unlike traditional methods, this approach involves creating custom-built simulations that reflect the specific context and strategic objectives of each organisation. These tailored simulations immerse leaders in realistic scenarios mirroring their unique real-world and future challenges,

allowing them to experiment, learn from failures, and refine strategies in a risk-free environment. By doing so, leaders can better understand and navigate the complexities of their own organisational strategy, ensuring a more effective translation of strategic goals into actionable plans.

Simulation culture is a philosophy of work, built on the idea that playing out scenarios, institutionalising preparation practices, and role-playing future moves drives better decisions, more profitable projects, higher win rates, closer client relationships and bottom-line growth. Simulation culture is an integral part of how high-performing teams find success, creating a culture of highly effective, continuous learning, scenario planning, cross-functional collaboration, and daily decision-making. It provides a new perspective on leadership preparation, similar to elite team training, and rethinking operations. This approach introduces innovative methods for strategy, execution, and culture, offering powerful alternatives to traditional business schools, consultancies, and corporate leadership development providers.

## Practical Steps to Engage and Empower Leaders for High-Impact Outcomes

- 1 **Make Strategy Real and Tangible:** Senior leaders should make strategies concrete by enabling all employees to participate and see themselves as active agents in implementing the strategic direction. Simulations reflecting day-to-day realities help demystify strategic changes.
- 2 **Build Two-Way Communication at Scale:** Instead of merely broadcasting strategic goals, organisations should foster two-way communication. This approach not only gathers valuable insights from employees but also ensures they feel integral to the strategic execution process.
- 3 **Expect All Leaders to Drive Change:** Change leadership is the responsibility of all leaders. Those at every level must engage their teams in co-creating the future, fostering a change-ready mindset essential for adapting to ongoing disruptions.

## The Impact and Future Outlook

As author Calum Chace aptly notes, *"Change has never been this fast. It will never be this slow again."* To remain relevant, organisations must continually reassess and enhance their internal capabilities. The shift towards a simulation culture offers a profound approach to leadership development. By integrating strategy creation, execution and required leadership, engaging leaders early, and leveraging simulations for practical learning, organisations can cultivate resilient, adaptable, and high-performing leadership ready for the challenges and opportunities ahead.

**Fredrik Schuller**, Executive Vice President, Head of Talent, Leadership and Learning EMEA

## HIGH IMPACT LEADERSHIP DEVELOPMENT

### 1.0 THE DEMANDS OF LEADERS ARE CHANGING

The context for leadership today is characterised by ongoing economic and political uncertainty and fast-paced business change. In terms of the impact on the practice of leadership, multiple factors come together to make the current era among the most challenging for leaders, including:

- + The need to make sense of new technologies such as GenAI – which will only become more sophisticated and powerful – and develop new business models and strategies accordingly.
- + Addressing the ongoing hangover from the 2008 financial crisis and covid pandemic, including a slowdown in global growth rates and low productivity.
- + A retreat from globalisation.
- + The impact of net zero targets on business strategies.
- + Increasing scrutiny on organisations from media, investors, employees and the public. Leaders are expected to take a public stand on social, political and environmental issues which are often tangential to the organisation's core mission.
- + Contending with shortages of key talent and an ageing and shrinking workforce.

What makes an effective leader is also shifting. CRF research has shown a much greater emphasis on:

- ⚡ The ability to build foresight around changes in the external market, identifying patterns and developing insights.
- ⚡ Creating an organisation that's adaptable and responsive while remaining true to its core purpose.
- ⚡ Being able to chart a way through ambiguous situations, connecting the dots between seemingly unconnected elements and making decisions on incomplete or conflicting information.
- ⚡ Building the organisation capacity to execute new strategies at speed by building agility into processes for decision-making and execution.
- ⚡ Developing organisational cultures that encourage continuous learning and experimentation.
- ⚡ A shift away from leaders telling people what to do towards supporting others to define their success and deliver against their objectives.
- ⚡ Becoming adept at leading remote and hybrid teams, creating a culture that enables people from multiple generations and backgrounds to work together effectively to deliver business performance. This requires empathy and the ability to cultivate a psychologically safe culture or space where people feel able to be honest and share their thoughts. Leaders should also consider viewing new hires or graduates as a genuine resource for new ideas and learning, particularly concerning the use of AI. Organisations can encourage 'mutual learning' or 'reverse apprenticeships' through supporting newer hires to impart their skills and knowledge as well as supporting leaders to shift into 'learning mode'.
- ⚡ The ability to harness AI will also be a core leadership skill. Leaders will need to understand its possibilities, identify ways to create value from technology, mitigate risks and be conversant in AI with a range of stakeholders. In the words of Fredrik Schuller, Executive Vice President and Partner, BTS: "leaders who don't embrace AI will be replaced by leaders who do."

WATCH THE ONLINE EVENT HERE:

**HIGH IMPACT  
LEADERSHIP DEVELOPMENT**



## HIGH IMPACT LEADERSHIP DEVELOPMENT

### 1.1 FEATURES OF EFFECTIVE LEADERSHIP DEVELOPMENT

Research by CRF and others has shown that levels of satisfaction with the quality of leaders and the effectiveness of leadership development are low. Our research has also shown that, while there are no simple fixes, it is important to bear in mind certain principles when designing leadership development strategies.

**We need greater clarity about what outcomes we are trying to achieve through leadership development.** Leadership development and business strategy should be closely intertwined, but in our experience they often 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. The current climate of rapid change has made achieving this alignment more difficult than ever before, given that strategies, operating models and investments are changing at a faster pace.

**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. Coaching, which can increasingly be offered cost effectively at scale through online platforms, can help leaders reflect on what they are learning and how they can apply that in their day-to-day work.

**Achieving mastery takes purposeful and deliberate practice over time.** Professor Barbara Kellerman of Harvard University in her 2018 book *Professionalizing Leadership*, said: "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." The typical 'sheep dip' approach we see in many organisations is not sufficient. Practice and repetition are important elements of learning design, enabling new neural pathways to be built and maintained through repeated use.

**Learning has to be highly-relevant to the job.** Learning is more likely to stick when it can be applied and practised straight away. Learning interventions need to be designed to minimise the distance between learning and application – ideally taking the learning to where the challenge is. This can be done in multiple ways: the physical location (with the team in the normal run of work rather than at a hotel or retreat); timing (when the need arises, for example when a leader is appointed to the role); relational (involving the learner's line manager in designing and embedding the learning). The learning content also needs to address the challenges leaders face today, not a scenario they may have to deal with at some unspecified point in the future. Unless the learning can be immediately applied, there is a high risk it will be quickly forgotten. In practice organisations find this hard to do. Leaders are selected for learning programmes on spurious grounds – 'it's their turn'. Insufficient consideration is given to how learning will be transferred.

For example, **Schneider Electric** turned this issue on its head by using data and analytics to target learning at the point of need. The company analyses data such as job changes to identify when people are making a move from individual contributor to first line leader, from team leader to department head and so on. The data are used to target development precisely at the point of need, and to time interventions so people start the experience at the time they are ready for it and will be able to put what they learn into action straight away.

#### **It's important to engage learners in multiple ways.**

Learning is both an emotional and a cognitive or rational experience, and the design of learning needs to reflect this.

- Learning needs to tap into the learner's motivation: getting people to think about how the learning will help them achieve their goals can stimulate this.
- Storytelling, imagery, humour and immersive experiences can make learning more memorable and enhance retention.
- People need to make meaning of what they are learning in order to process it effectively, for example encouraging learners to link to their existing knowledge and experience, making new connections and drawing analogies.
- Learners need to experience the right amount of discomfort to challenge their thinking and push them to try new approaches. There's a fine balance to strike: too much challenge leads to stress, causing people to shut down and learning to stop. Not enough challenge and people might enjoy the experience but it doesn't motivate them to do something different as a result. Each individual learner will have a different challenge 'sweet spot' which requires skilled learning design and facilitation.
- Innovations in learning technology can be used to create more personalised, engaging, interactive learning

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experiences that make it more likely for the learning to stick. Games and simulations can support learning as they promote deliberate practice. IMD has developed a GenAI based tool that supports hyper-personalisation of learning materials. It allows participants in its leadership programmes to access faculty expertise after the event, using AI to drive personalisation and interactivity. It allows users to get answers to follow-up questions using information from both faculty-led sessions and broader institutional knowledge. It also guides learners through a reflection process, helping them make meaning from what they have learned.

**Q** With AI able to provide feedback in the flow of the day-to-day, is there a risk of 'feedback-overwhelm' and how do leaders balance this with the other demands made of them?

**A** The risk of this can be mitigated by first defining individual and learning needs, and then only using AI in a way that aligns with these. Be thoughtful about what changes you want to make and prioritise accordingly, using AI to lock in new behaviours.

**Learners need to understand how they learn.** Teaching the principles of adult learning (see sidebar on the key principles) and helping individuals consciously develop strategies for learning and practice that work for them can increase their capacity to learn.

**Context is key.** Make the learning environment resemble the working environment as much as possible. This can include getting people to imagine barriers they are likely to encounter when they put the skills they are learning into practice, and work out strategies for overcoming those barriers in advance. It's also important to take into account the ecosystem around the individual learner, including their line manager, a sponsor if they have one, and those who follow them.

- Does their line manager understand what they are learning and are they equipped to support them in applying their learning?
- Is the sponsor able to unlock relevant career opportunities to support their development?
- Is the individual effectively prepared and supported in explaining to their teams what they are learning and how they might be expected to show up differently as a leader?

Engineering consultancy **Arup** tackled this challenge in a novel way. Their Working Together Apart leadership programme invites leaders to attend together with one of their direct reports. During the programme, they both look at the aspects of a good working relationship. They break out and talk about what's missing or not working and then come

back together to hear each other's insights and co-create a plan. Some line managers have found that it creates such a great foundation, that they have come back with multiple reports to do it again. But to be effective there needs to be lots of trust and psychological safety in the organisation to allow these candid conversations to take place.

### KEY PRINCIPLES OF ADULT LEARNING

Malcolm Knowles was, in the second half of the 20<sup>th</sup> Century, one of the central figures in the development of understanding of adult learning. He identified six principles that underpin how adults learn.

- 1 Adults need to know why they are learning something.
- 2 They learn through doing.
- 3 They need to be responsible for their decisions on education and involved in planning and evaluating learning.
- 4 They learn most from subjects that are immediately relevant to them.
- 5 Effective learning is oriented towards problem-solving rather than content or theory.
- 6 They respond better to internal than external motivators for learning.

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### 1.2 THE LEADERSHIP SYSTEM AND BECOMING CONTEXTUALLY CONSCIOUS



**BARBARA KELLERMAN** was Founding Executive Director of the Center for Public Leadership at the Harvard Kennedy School and a member of the Harvard faculty for over twenty years. She is also currently a Fellow at the Center. Kellerman was co-founder of the International Leadership Association and is author and editor of many books including *Leadership from Bad to Worse*; *The End of Leadership* and *Professionalizing Leadership*. Kellerman has appeared on media outlets, contributed articles and reviews to main publications including the New York Times and the Harvard Business Review and spoken to audiences all over the world. She received an Award from the National Management Association for her pioneering work on leadership, as well as the Lifetime Achievement Award from the International Leadership Association. She has consistently been listed by Global Gurus as among the 'World's Top 30 Management Professionals.'

BOOKS

EMAIL

SLIDES

WEBSITE

Professor Barbara Kellerman highlighted how leadership is not a person, but a three-part system consisting of:

- **A leader**
- **Followers** (i.e. constituents or stakeholders – the people that leaders are trying to bring along)
- **Contexts**

Whilst leadership development interventions that focus only on the leader are common, organisations should aim to create a balance between the three parts of the system when designing interventions. Similarly, leaders cannot focus only on themselves and their own development; they need to pay attention to the people around them and bring the people along too. This is particularly important as leadership has become more complex in recent years, with the number of followers increasing and followers also becoming more emboldened and questioning of leaders.

The context in which they operate is critically important for leaders. It has also changed radically in recent years, with example changes including:

- Changes to the three key resources which leaders can draw on – power, authority and influence. For example, in Western democracies, leaders' capacity to use power and their authority over followers has reduced.
- Technological changes have radically changed how leaders and followers relate.
- Changes in culture, e.g. increased informality, have collapsed the distance between leaders and followers. Whilst it seems reasonable to assume that this will democratise and enhance leadership, Professor Kellerman argues that followers can become too emboldened. This can create chaos and undermine democratic leadership – effective leaders should be able to identify where to draw the line to prevent hits from happening.



### 1.3 HIGH IMPACT LEADERSHIP DEVELOPMENT: SIMULATION

During the High Impact Leadership Development event on 16 June, CRF and BTS led participants through a bespoke leadership development simulation, designed using CRF and BTS research as well as input from leadership development experts. This simulation created a space where practitioners could discuss and practice resolving real life tensions and challenges and consider how best to develop future-ready leaders.

During the simulation, attendees acted as leadership development professionals at HealthyCo, a fast-moving consumer health organisation which had undergone a recent acquisition to drive innovation and needed to transition away from their expert driven and hierarchical culture. Participants in the simulation conducted a range of activities, including:

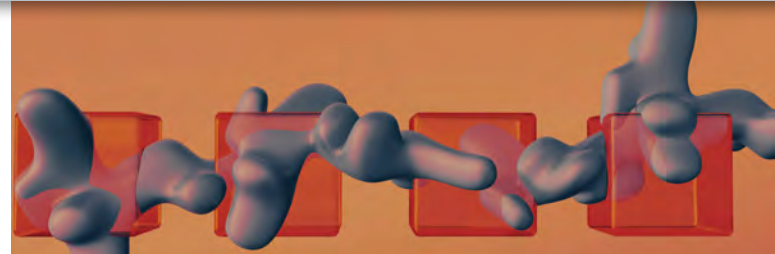
- Defining their L&D value proposition and deciding on the trade-offs required to implement it.

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- Consulting stakeholders on their L&D approach.
- Discussing their L&D value proposition and approach with an AI-powered CEO chatbot, receiving feedback from them in return.
- Prioritising the interventions they will undertake to translate the value proposition into action.

### KEY TAKEAWAYS

- The rate of change that the world is experiencing is increasing exponentially. When learning does not keep up with the rate of change, this can lead to disruption.
- Leadership development requires carefully balancing tradeoffs and tensions. For example, balancing the need to deliver on today's commitments with creating the leaders of tomorrow. As well as the ability to make these tough choices on where to invest, development professionals also need to establish the credibility required for people to accept and respect their tough choices.
- Leadership development requires a close partnership between talent, learning and other HR functions. This is becoming more difficult to achieve as organisations become more siloed and, due to hybrid working, may physically sit together less.
- L&D interventions should always start from first determining the business problem you are trying to solve (rather than trying to find a problem to fit a solution you already have).
- Certain strategies can help L&D professionals bring the CEO or other senior executives on board to their approach. The 'ROPE' framework is one example of this and can be used to structure conversations:
  - Results** ('you had mentioned X goal – tell me a bit more about what that looks like?')
  - Opportunities** ('Where are the biggest opportunities to deliver upon that?')
  - Problems** ('What are the biggest challenges that you anticipate?')
  - Execution** ('When do you this by?')
- Stakeholder consultation is important, though not all stakeholders are equally important and there is not enough time to consult all stakeholders. Practitioners therefore need to prioritise certain groups, such as focusing on budget holders or departments that generate the greatest revenue.
- Different generations or employee groups may have different definitions of leadership – the ability to adapt your style or approach is important.



## 1.4

### LEARNING CULTURE CONTINUUM



✉ EMAIL

**FREDRIK SCHULLER** as the Global Head of the BTS Coaching Centre of Excellence, and Talent and Leadership Leader for BTS Europe, has led the design and delivery of leadership interventions for hundreds of thousands of leaders for organisations across the globe. Fredrik began his career at BTS in 2004 and has innovated many of BTS' core services, developed and led some of the largest customer relationships and led one of its largest units: The Western and Southern US region.

Fredrik Schuller, Executive Vice President and Partner, BTS, emphasised the importance of designing an L&D strategy appropriate to the current maturity of your organisation's learning culture. This maturity can be mapped to the below continuum:

- Episodic** – learning opportunities are inconsistent, decentralised, and focused on improving productivity.
- Responsive** – learning includes a Centre of Excellence focused on aligning standard content and design to current employee demand and industry trends. 74% of organisations are at this level.
- Continuous** – learning is focused on improving organisational performance and is valued as a core competency.
- Agile** – learning is personalised, organisationally aligned, and absorbed in the flow of work. 6% of organisations are at this level.

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**Q** Should all organisations be aiming for the top quadrant ('agile')?

**A** It is not practical or affordable for all organisations to be agile in every aspect. Organisations should first choose the level they are comfortable operating at for different areas of the business. For example, there may be some pockets in your organisation where you want to be **agile** (e.g. in leadership development) and others where you are happy being **responsive**. Organisations should also create realistic aims, ensuring the gap between where they are today and where they would like to be is not too large.

**3** Leadership experts and educators must lead the charge. They must change their perception of leadership from an *occupation* to a *profession* if it is to become ethical and effective.

When considering the professionalisation of leadership, there are some core questions which organisations will need to answer:

- How should we be able to learn how to lead? Should it be democratised so that any student can learn this? What should the criteria for this be?
- Similarly, who should teach how to lead?
- Should there be a core curriculum? Is that a universal understanding of what skills leaders need?
- Should there be a code of ethics for leaders?

History's greatest leadership teachers shared the following core beliefs:

- A deep seriousness of purpose, believing that to lead was the most significant and urgent of all human endeavours.
- Leadership can be learned and taught, though only between people who are highly qualified.
- The process of learning how to lead is difficult and long, with leadership conceived of broadly rather than narrowly.
- Leadership cannot be separated from followership.

Professor Kellerman outlined the below sequential steps for professionalising leadership:



## 1.5 PROFESSIONALISING LEADERSHIP

Professionalism refers to how we institutionalise expertise in industrialised society, with professional careers sharing common features such as an accepted body of knowledge, clear criteria for evaluation and explicit commitment to a code of ethics. Professor Barabara Kellerman emphasised the importance of professionalism in leadership, drawing parallels with professional careers such as law or medicine. The leadership development industry, with its emphasis that learning to lead is quick and easy and lack of standardised credentials or criteria, does not support the professionalisation of leadership. This is concerning; if leadership experts and educators continue to shun professionalism, leadership will stay stuck as an *occupation* of dubious repute, rather than a *profession* of serious repute.

Professor Kellerman outlined three assumptions underpinning her research on professionalising leadership and the leadership industry:

- 1** The leadership industry does not take its responsibility to teach people how to lead sufficiently seriously.
- 2** The leadership industry has the human capability and resources to improve learning and teaching processes, but it needs to muster the will to do so.

'Good' and 'bad' leadership can be measured through two axes: ineffective vs effective leadership and ethical vs unethical leadership.

Learning how to lead (as well as teaching how to lead) is a long and difficult process. Leadership cannot be taught, summarised or codified quickly or easily and cannot be mastered solely through on-the-job experience. However, we should not put off taking action for fear of not achieving perfection – instead we can aim to do 'just a little bit better.'

## HIGH IMPACT LEADERSHIP DEVELOPMENT

### 1.6

## DEVELOPMENT NEEDS TO TAKE PLACE IN THE WIDER CONTEXT

### THE LEADERSHIP TEAM

Considering that leadership is a collective endeavour, it's surprising that so much development focuses on the individual leader at the expense of leadership teams. The work that leadership teams have to deliver has become more complex, but often members of leadership teams operate in silos. Creating a safe learning environment where teams can work together on shared goals, build trust and understand collective beliefs can help teams grow together. Working on the business strategy and the implications for the team's leadership through a process of co-creation and facilitation can help put leadership development in the context of where the organisation needs to go.

### FOLLOWERSHIP IS AN ESSENTIAL PART OF LEADERSHIP

An important but frequently neglected aspect of leadership is the changing nature of 'followership'. Indeed, Professor Barbara Kellerman goes so far as to say that leaders have become over-valued while followers are under-valued.

As discussed above, the balance of power between leaders and followers has shifted significantly over the past decade. This reflects general trends in society, principally a reduction in deference, respect and trust in leaders, and the growing power of the individual, particularly powered by social media. Leaders have less authority and positional power and need to lead through inspiration and influence. Followers have lost trust and are cynical about the motives of leaders in both public and corporate life. Increasingly, leaders can expect to be challenged and held to account by those who work for them.

As a consequence, the focus of leadership development has to shift towards defining a compelling vision, creating meaning and purpose, engaging and inspiring followers and being 'authentic'.

## HIGH IMPACT LEADERSHIP DEVELOPMENT

### crf UPCOMING EVENTS



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**Applications and Implications of  
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In-Person, St. Julian's, Malta

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Achieve Breakthrough

**Measuring Impactful  
Leadership through  
Team Engagement,  
Productivity, and  
Performance** from APS

**Neglected Acts of  
Leadership** from The  
Oxford Group

Should you have been unable to attend the CRF Partner Masterclasses above on the morning of the event or would like to access the materials, please contact Mette Stern, CRF Partner Engagement Manager.

### FURTHER READING

CRF. 2022. Research: ***Making a Paradigm Shift in Leadership Development***. <https://www.crforum.co.uk/research-and-resources/research-making-a-paradigm-shift-in-leadership-development>

CRF. 2015. Research: ***Leadership Development – Is it fit for Purpose?*** <https://www.crforum.co.uk/research-and-resources/leadership-development-is-it-for-for-purpose>

A full list of Professor Barbara Kellerman's books can be found here: [Books](#)

Kellerman, B. 2016. ***Leadership – It's a System Not a Person!*** Daedulus 145(3): 83-94 <https://direct.mit.edu/daed/article/145/3/83/27116/Leadership-It-s-a-System-Not-a-Person>