SUPPORTING DEVELOPMENT OF A CONTEMPORARY GLOBAL LEADER

Dr. Agata Dulnik
E-Leader Warsaw, June 4-6, 2018
Agenda

1. Context
   a/ leadership development challenges
   b/ changing world
2. The new key competencies
3. How LD can support in developing the New Leader
4. Case studies
“Without outstanding communication and collaboration skills and a keen understanding of a wide variety of cross-functional areas, global leaders will find it increasingly difficult to forge the global partnerships needed to execute their corporate strategies.”

– American Management Association
Leadership challenges for 2018 (according to Forbes):

a. Flattening organizations

b. Scarcity of global leaders in the pipeline

c. Inadequate leadership training
   – specifically, lack of sufficient focus on the development of a global leader
Question to Ponder On:

Why is it that the more we learn about LEADERSHIP our challenges still remain?
A quick reminder -

Remember Frederic Tyler?

Source: pl.wikipedia.org/wiki/Frederick_Winslow_Taylor

Source: commons.wikimedia.org/wiki/
But ... the world has changed significantly since then
The main disruptors

• Urbanization
• Technology
• Aging world – differences between generations
• Greater global connections (interdependencies)

-McKinsey, 2018
Changes in mobility and connectivity

• Average family has 10 electronic devices
• 84 percent of mobile users cannot imagine going a day without their devices
• 35 percent of parents use their mobile devices while playing with their children
• 68% of people stay their phone is the last thing they see before they go to bed
Changes in mobility and connectivity

10 electronic devices
Average family has

35% of parents use their mobile devices while playing with their children

84% of mobile users cannot imagine going a day without their devices

68% of people say their phone is the last thing they see before they go to bed
New generations ...

The first generation of the 21st Century has arrived!
Millennials and new generations are bringing completely different expectations regarding career growth and work-life balance
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<tbody>
<tr>
<td>Formative experiences</td>
<td>Second World War</td>
<td>Cold War</td>
<td>End of Cold War</td>
<td>9/11 terrorist attacks</td>
<td>Economic downturn</td>
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<td>Rationing</td>
<td>Post-War boom</td>
<td>Fall of Berlin Wall</td>
<td>Pearl Harbor</td>
<td>Critical warming</td>
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<td>Fixed-gender roles</td>
<td>“Swinging Sixties”</td>
<td>Reagan / Gorbachev</td>
<td>Social media</td>
<td>Global focus</td>
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<td>Rock 'n' Roll</td>
<td>Apollo Moon landing</td>
<td>Thatcherism</td>
<td>Invasion of Iraq</td>
<td>Mobile devices</td>
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<td>Nuclear families</td>
<td>Youth culture</td>
<td>Live Aid</td>
<td>Realtv</td>
<td>Energy crisis</td>
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<td></td>
<td>Defined gender roles</td>
<td>Woodstock</td>
<td>Introduction of first PC</td>
<td>Google Earth</td>
<td>Arab Spring</td>
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<td></td>
<td>— particularly for</td>
<td>Family-oriented</td>
<td>Early mobile technology</td>
<td>Cloud computing</td>
<td>Produce own media</td>
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<td></td>
<td>women</td>
<td>Rise of the teenager</td>
<td>Latch-key kids</td>
<td>Wiki-templates</td>
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<td>Percentage in U.K. workforce*</td>
<td>3%</td>
<td>33%</td>
<td>35%</td>
<td>29%</td>
<td>Currently employed</td>
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<td>Aspiration</td>
<td>Home ownership</td>
<td>Job security</td>
<td>Work-life balance</td>
<td>Freedom and flexibility</td>
<td>in either part-time jobs or</td>
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<td>new apprenticeships</td>
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<td>Attitude toward technology</td>
<td>Largely disengaged</td>
<td>Early information</td>
<td>Digital Immigrants</td>
<td>Digital Natives</td>
<td>Security and stability</td>
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<td></td>
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<td>technology (IT) adaptors</td>
<td></td>
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<td>“Technologists” — entirely</td>
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<td></td>
<td></td>
<td></td>
<td>dependent on IT, limited</td>
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<td>Attitude toward career</td>
<td>Jobs are for life</td>
<td>Organisational — careers defined by employers</td>
<td>Early “portfolio” careers — loyal to profession, not necessarily to employer</td>
<td>Digital entrepreneurs — work “with” organisations not “for”</td>
<td>Career multi-taskers — will move seamlessly</td>
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<td>Early “portfolio” careers — loyal to profession, not necessarily to employer</td>
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<td>between organisations and “pop-up” businesses</td>
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<td>Signature product</td>
<td>Automobile</td>
<td>Television</td>
<td>Personal Computer</td>
<td>Tablet/Smart Phone</td>
<td>Google glass, graphene,</td>
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<td>nano-computing, 3-D printing,</td>
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<td>Communication media</td>
<td>Formal letter</td>
<td>Telephone</td>
<td>E-mail and text message</td>
<td>SMS</td>
<td>driverless cars</td>
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<td></td>
<td></td>
<td></td>
<td>Text or social media</td>
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<td>Communication preference</td>
<td>Face-to-face</td>
<td>Face-to-face ideally, but telephone or e-mail if required</td>
<td>SMS</td>
<td>Online and mobile</td>
<td>Hand-held (or integrated into</td>
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<td></td>
<td></td>
<td></td>
<td>(text messaging)</td>
<td>clothing) communication</td>
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<td></td>
<td></td>
<td></td>
<td>devices</td>
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<tr>
<td>Preference when making</td>
<td>Face-to-face</td>
<td>Face-to-face ideally,</td>
<td>Online — would prefer</td>
<td>Face-to-face</td>
<td>Facetime</td>
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<td>financial decisions</td>
<td>meetings</td>
<td>but increasingly will go online</td>
<td>face-to-face if time permitting</td>
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*Percentages are approximate at the time of publication.
Leadership implications -

In a global context leadership is about *moving from connectivity to connection*
Top priority

All Leadership Development efforts must take into account the context of these disruptions as well as the proposed enables of leadership efficacy and effectiveness

a. In the way we learn about the leaders (assessments)
b. In the way we support their development
A/ Assessment methods

a. Take into account leader’s ability to be a:
   • connector,
   • synthesizer,
   • and an explorer that can work across cultural boundaries
B/ LD tools

a. Support development of questioning skills (Action Learning), interactive workshops

b. In coaching suggest cross-cultural pairing of the coach and the coachee

c. In team alignment work stress building competencies of a connector, synthesizer and explorer

d. Put ability to build friendships at work (or at least to build a friendly workplace dynamic) as one of the KPIs for an IDP
How does it work in practice?
- case studies
Case Studies

1. Leadership development at large for a UK-based Hi-tech JV – and the lessons learned

2. Leadership development for an ME oil and gas

3. Global leadership development for a Silicon-Valley based leading technology company
1. Leadership development at large for a UK-based Hi-tech JV – and the lessons learned

1. Former competitors
2. Highly competitive external environment – business challenges
3. Lack of time, lack of willingness to cooperate
4. Interventions:
   a/ assessments
   b/ workshops
   c/ coaching
   d/ Action Learning
2. Leadership development for an ME oil and gas

1. Kuwait organization

2. Cultural framework typical to the region – very hierarchical, reluctant of ‘rocking the boat’

3. More and more foreigners being hired

4. International expansion

5. Interventions:
   a/ Executive workshops, very interactive, with elements of business games
   b/ Action Learning
3. Global leadership development for a Silicon-Valley based leading technology company

1. One of the leading technology firms in the world
2. For the past 20 years recognized for superb people focus and processes
3. Constantly evolving internally and externally (high speed of change)
4. Need for quick continuous learning
5. Intervention:
   a/ every executive entitled to engage an EXTERNAL coach for a given number of sessions
   b/ selected coaches strategically situated around the globe
   c/ online assessment, feedback, positive psychology coaching
What’s next?

External speed of change and uncertainties of the global political, regulatory, and technological situations unlikely to change

Globalization unlikely to go away

Need for leaders who will be able to make sense of their complex environment and inspire people of various background to gather behind the organizational goal highly likely to remain

Technology needs to be leveraged to work through the timezone barriers to enable leaders to develop

LD tools that stress connectivity, synthetizing thinking must be used for effectiveness
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