

SUPPORTING DEVELOPMENT OF A CONTEMPORARY GLOBAL LEADER

Dr. Agata Dulnik

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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 say their phone is the last thing they see before they go to bed

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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

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock 'n' Roll Nuclear families Defined gender roles — particularly for women	Cold War Post-War boom "Swinging Sixties" Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids; rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Clantonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adaptors	Digital Immigrants	Digital Natives	"Technoholics" – entirely dependent on IT; limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational — careers are defined by employers	Early "portfolio" careers — loyal to profession, not necessarily to employer	Digital entrepreneurs — work "with" organisations not "for"	Career multitaskers — will move seamlessly between organisations and "pop-up" businesses
Signature product	 Automobile	 Television	 Personal Computer	 Tablet/Smart Phone	Coogole glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	 Formal letter	 Telephone	 E-mail and text message	 Text or social media	 Hand-held (or integrated into clothing) communication devices
Communication preference	 Face-to-face	 Face-to-face ideally, but telephone or e-mail if required	 Text messaging or e-mail	 Online and mobile (text messaging)	 Facetime
Preference when making financial decisions	 Face-to-face meetings	 Face-to-face ideally, but increasingly will go online	 Online — would prefer face-to-face if time permitting	 Face-to-face	 Solutions will be digitally crowd-sourced

*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 enablers 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
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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

Contact details

Dr. Agata Dulnik

Email: agata.dulnik.dr@gmail.com

www.global-leadership-experts.com

