



# Developing Global Leaders: Lessons From Executive Education

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POS Links  
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# Agenda

- Understand why we're here today
- Share results from research and a series of “experiments,” reflecting on what the data have taught me about how to develop global leaders through executive education
- Retrospectively apply the POS lens to the data
- Discuss concepts and tools to facilitate adult learning

# My Driving (work) Values

- Making a positive contribution to society
- Creating an environment conducive to lifelong learning for myself and others
- Integrity – being true to myself

# My Experience Base

- MBA (Columbia Business School)
- EMBA (Columbia, CEIBS)
- Short executive education programs
  - 1-5 days (Columbia, Duke CE, U of M)
- Long executive education programs
  - 2-4 weeks (Columbia, Duke CE)

Delivered in the United States, Austral-Asia and Europe to participants from over 70 countries

# The Columbia Learning Impact Initiative Project

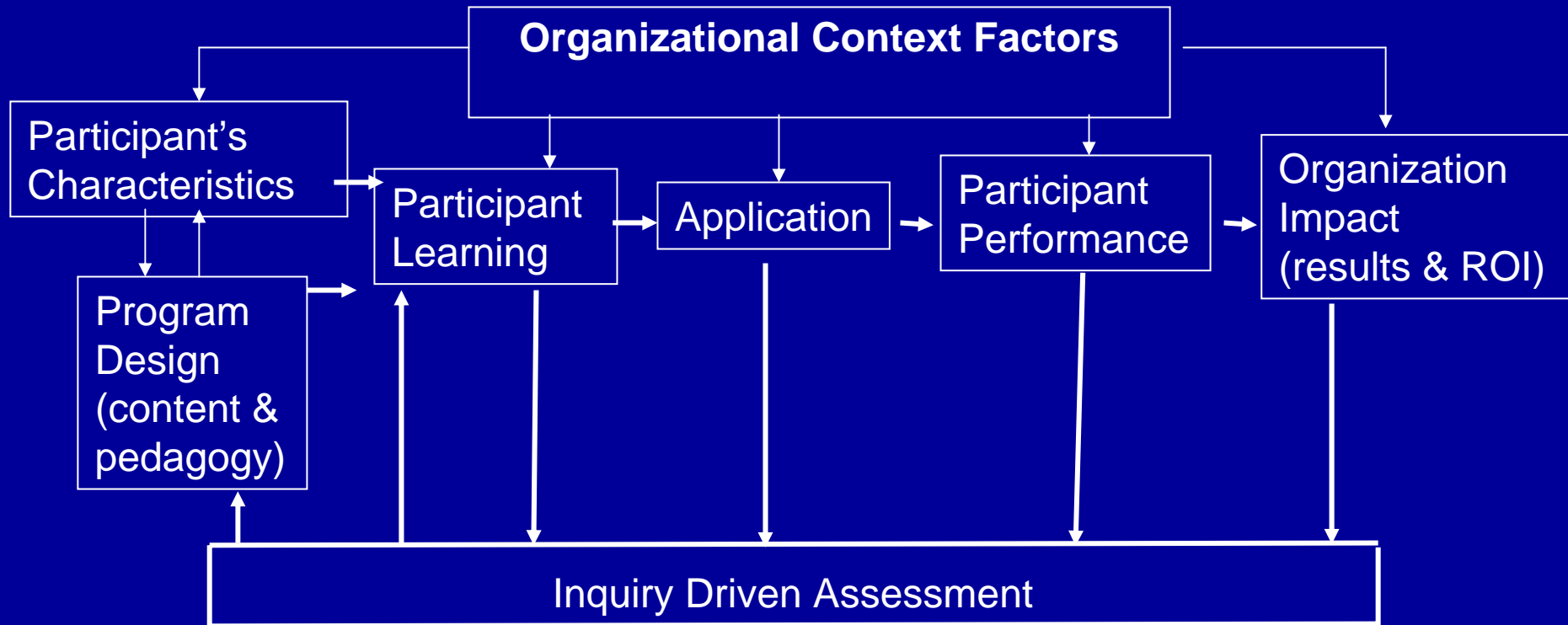
# The Columbia Senior Executive Program

- **CSEP is directed at general managers of business enterprises who are key to the formulation and implementation of business strategies and organizational transformation**
- **This flagship four-week program, founded in 1951, is attended by executives from more than 40 countries each year**

# Purpose and Goals of the Columbia Learning Impact Initiative Project

1. Measure Program Impact – *Learning that Powers Performance*®
  - Assist in Continuous Leadership Development
  - Provide Key Insights on How Executives Learn and Best Apply That Learning
  - Help Executives Clarify What They Know and Find the Best Ways to Use What They Know
2. Enhance Columbia Programs and Brand
  - Generate Brand Awareness and Value of How Columbia Programs Enhance Individual and Organizational Performance
  - Develop an Ongoing Learning Loop for Continuous Improvement of CSEP and Other Programs
  - Provide Data to Our Customers and Other Interested Constituencies (such as Media, Academics, etc.)

# Theoretical Model Linking Executive Education and Impact



# Project Methodology

- **Pre-Study Foundation Companies: Boeing, AT&T and A.P. Moller**
  - Boeing and AT&T provided funding
  - All 3 companies participated in open-ended interviews used to generate research questionnaire items
- **Testing of items with 2001 graduates and refinement of research instrument**
- **Pre- and post-program interviews and questionnaires for all CSEP classes held during 2002-2005**

# Assessing Program Impact

- Pre-program interviews
- Pre-program assessments
  - Including 360 leadership tool
- In-program assessments
- Post-program interviews
- Post-program assessments
  - Including 360 leadership tool and ROI

# Data Collected and Analyzed

- Critical business challenges faced by participants and resolution
- Impact of CSEP on business challenges and on participants more generally
- Most impactful sessions and ideas from CSEP
- Change in leadership behaviors pre- and post-program
- Transfer of learning to organization; barriers and enablers

# Critical Incidents' Methodology: Built Around Business Challenges

*Creating focus on business challenges*

Consider one or two of the most significant management challenges that will confront you upon returning from CSEP:

- Describe the situation
- Who is involved?
- Why is it important to resolve?
- Potential Impact on Organization Performance

# 360 Leadership Assessment



## Leading the Organization

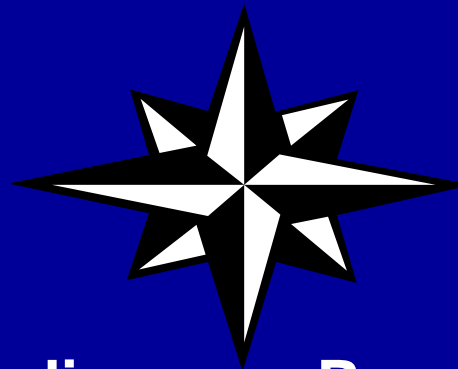
Providing  
Direction & Focus

Promoting Innovation  
& Strategic Thinking

## Communicating with Impact

Leading Change & Making Decisions

**Leading as a Coach**  
& Valuing Diversity



**Leading Groups**  
Building Teams, Networks  
& Communities

## Leading as a Person

Self-Awareness & Openness

Confidence & Energy

Leading by Example

# Pre- and Post-Program 360 Assessment of 13 Leadership Competencies

## Behavioral and importance ratings for:

- Providing direction and focus
- Promotion innovation and strategic thinking
- Leading change
- Making decisions
- Managing human networks
- Building communities
- Building teams
- Coaching and motivating others
- Communicating with impact
- Confidence and energy
- Leading by example
- Openness and self-awareness
- Valuing diversity

# Summary of Results

# Estimated ROI - *Results*

- **ROI (%) =  $\frac{\text{Net Program Benefits}}{\text{Program Costs}} \times 100$** 
  - **Net program benefits are for one business challenge**
  - **Costs include 1/12 Salary, Travel and Program Fees**
  - **Results: For every dollar spent on the program, there is an estimated \$78.00 average return (after expenses) attributable to CSEP**

# Return on Investment from CSEP

- Both current and future projected ROI is extremely high
- Senior managers have higher ROI than other managers (significant at .1 level)
- ROI is not impacted by gender or nationality (US vs. non-US)
- Future ROI is greater the higher the level of organizational support (significant at .1 level)
- There is substantial variation in ROI across individuals and classes that is not explained by industry, gender, nationality, etc.

# Executive Competencies

- There is strong evidence from managers and peers that participants' behavior becomes more effective after CSEP and participants can use this to help leverage change
- 360 Results
  - Most competencies see a positive improvement after CSEP
    - Communicating with impact, working with human networks, leading change have the highest positive change
    - Building teams, executive effectiveness, and leading by example have the lowest change

# Executive Competencies

- There is some evidence from direct reports that they see a negative change in some competencies after the program
  - Participants may need more help for preparing and communicating with subordinates before implementing changes after CSEP

# Qualitative Interview Data Results

**Executives report that the program helped them:**

- **Lead** more productive teams through active listening and effective feedback
- **Create** new strategies based on increased knowledge of global trends and best practices from diverse industries
- **Provide** a clear vision for the future of their organization
- **Increase** motivation of employees and direct reports
- **Enhance** strategic skills in assessing market threats and opportunities
- **Build** organization capacity by sharing key learning and mental models

# Barriers and Enablers to Transferring Learning: Enablers

- **Personal motivation**
- **Interest** expressed by manager and HR dept.
- **Formal process** in place to share learning with organization;  
e.g. meetings with manager and peers, trainings for direct reports, written reports shared across divisions
- **Organization engaged** in change process and eager for new approaches
- **Good relationship** between manager and participant

# Barriers and Enablers to Transferring Learning: Barriers

- **Time** pressures and competing interests
- **No formal** process to debrief or share new learning within organization
- **Lack of interest** from manager, HR and/or peers
- **Viewing** the program as a 'reward' rather than a learning experience
- **Lack of position power** to implement changes and share learning with superiors

# Long-term Impact and Value Added from the Program

- Sessions utilizing
  - personal data and feedback
  - those with simple to remember frameworks for business-relevant complex content and
  - those which focus on inter-personal relationshipshave the biggest impact on participants long-term
- Participants gain:
  - Broader perspective and global thinking
  - Greater self-awareness
  - Increased appreciation for diversity
  - Enhanced communication skills
  - Improved self confidence
  - Greater use of reflection in their day to day lives

# High Impact Processes

- Participants benefit from engaging in the entire learning cycle repeatedly
- Providing many “practice” opportunities, with regular reflection, during the program creates new habits and lasting change
- Creating a safe, trusting, learning, holistic environment is critical to learning and learning transfer

# What I learned from CSEP

- Success requires the whole system to “work”  
(biggest “barrier” – getting faculty to work as a team)
- The program succeeds because of its focus on learning, not just on teaching
- The program requires faculty and staff leadership to accomplish our objectives
- The program requires executives’ partnership and leadership to accomplish our objectives
- The program is really about transformative change, primarily through collaborative and deep individual, team, and class learning

Impact in the classroom  
depends ...

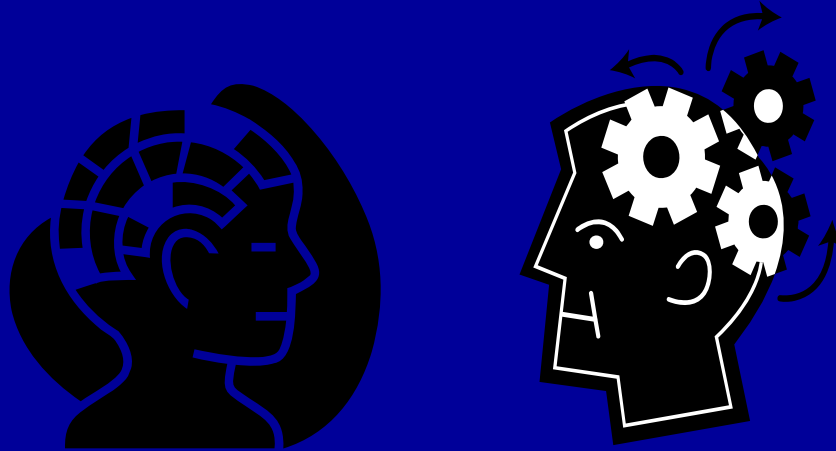
Partly on what you  
know,

Partly on what you do,

And entirely on who you  
are.



# Informative vs. Transformative Learning



*The program certainly opened my mind to broader issues... I now have many tools to understand the global perspective.*

*–General Manager  
Telstra*

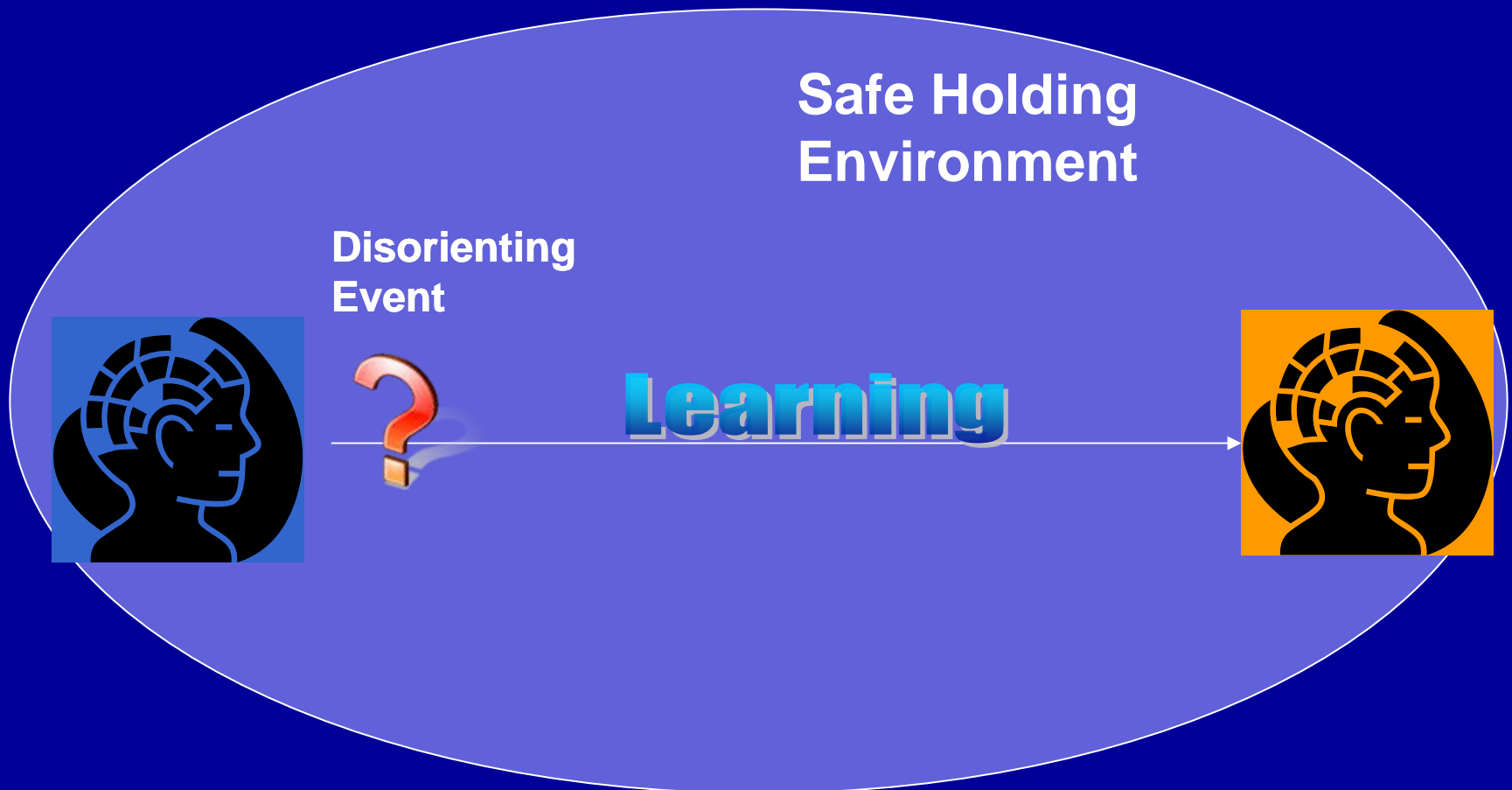
# Transformative learning is

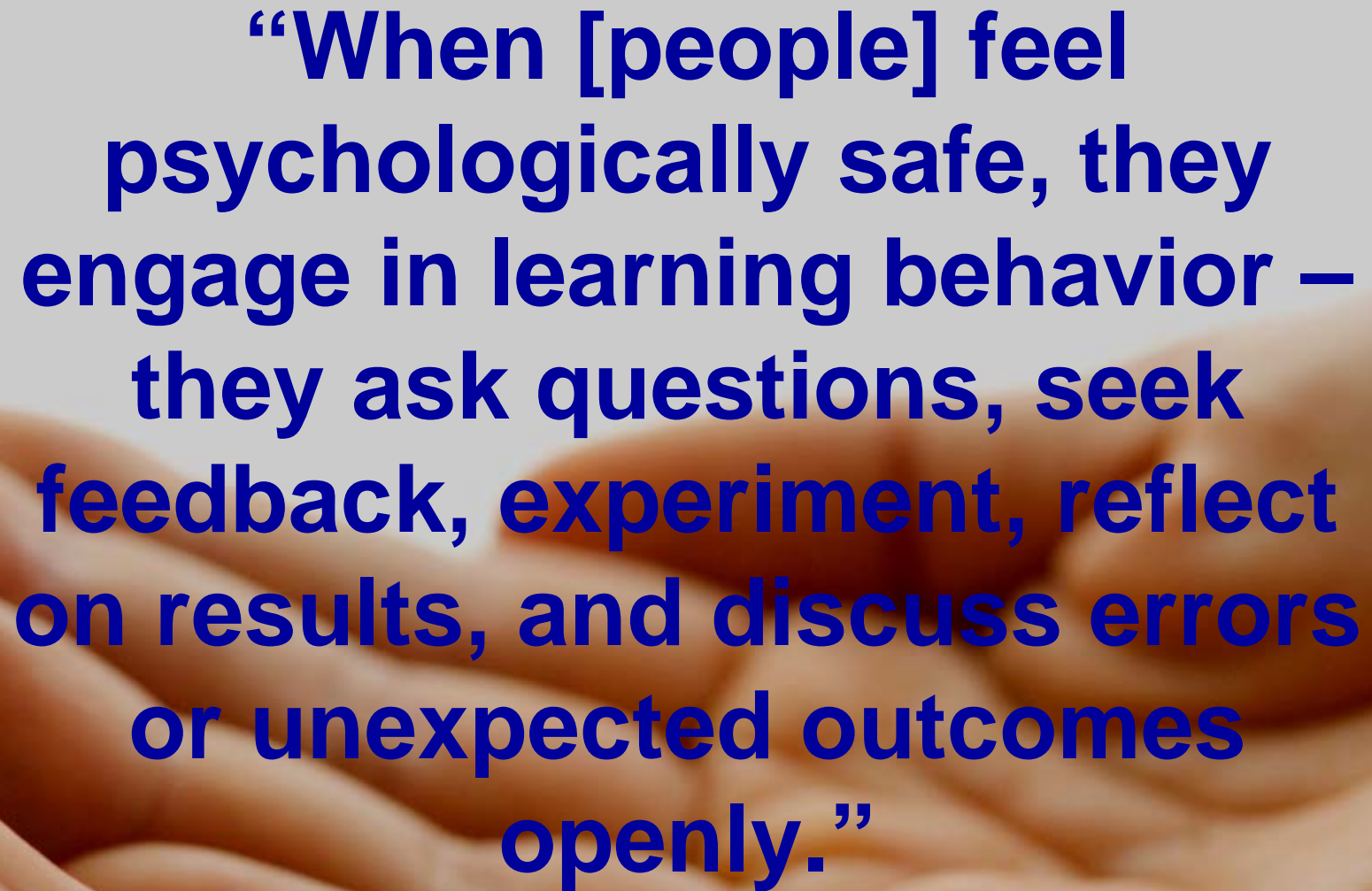
- “The process by which we transform our taken-for-granted frames of reference...to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.”

# Phases of the Transformation Process

- Experiencing a disorienting dilemma
- Self-examination
- Critically assessing one's assumptions
- Recognizing that one's discontent and the transformation process are shared
- Exploring options for new roles, relationships and actions
- Planning a course of action
- Acquiring knowledge and skills for implementing these plans
- Provisionally trying on new roles
- Building competence and self-confidence in new roles and relationships
- Reintegrating into one's life based on conditions by one's new perspective

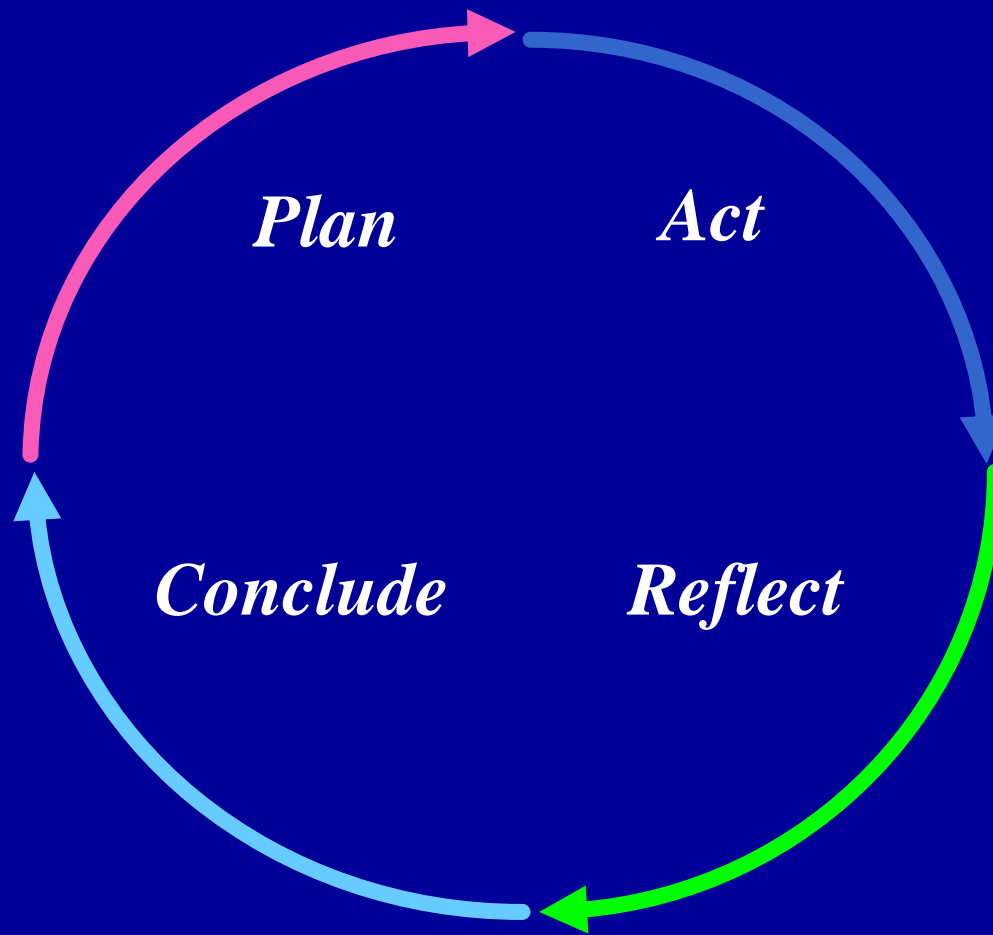
# Transformative Learning



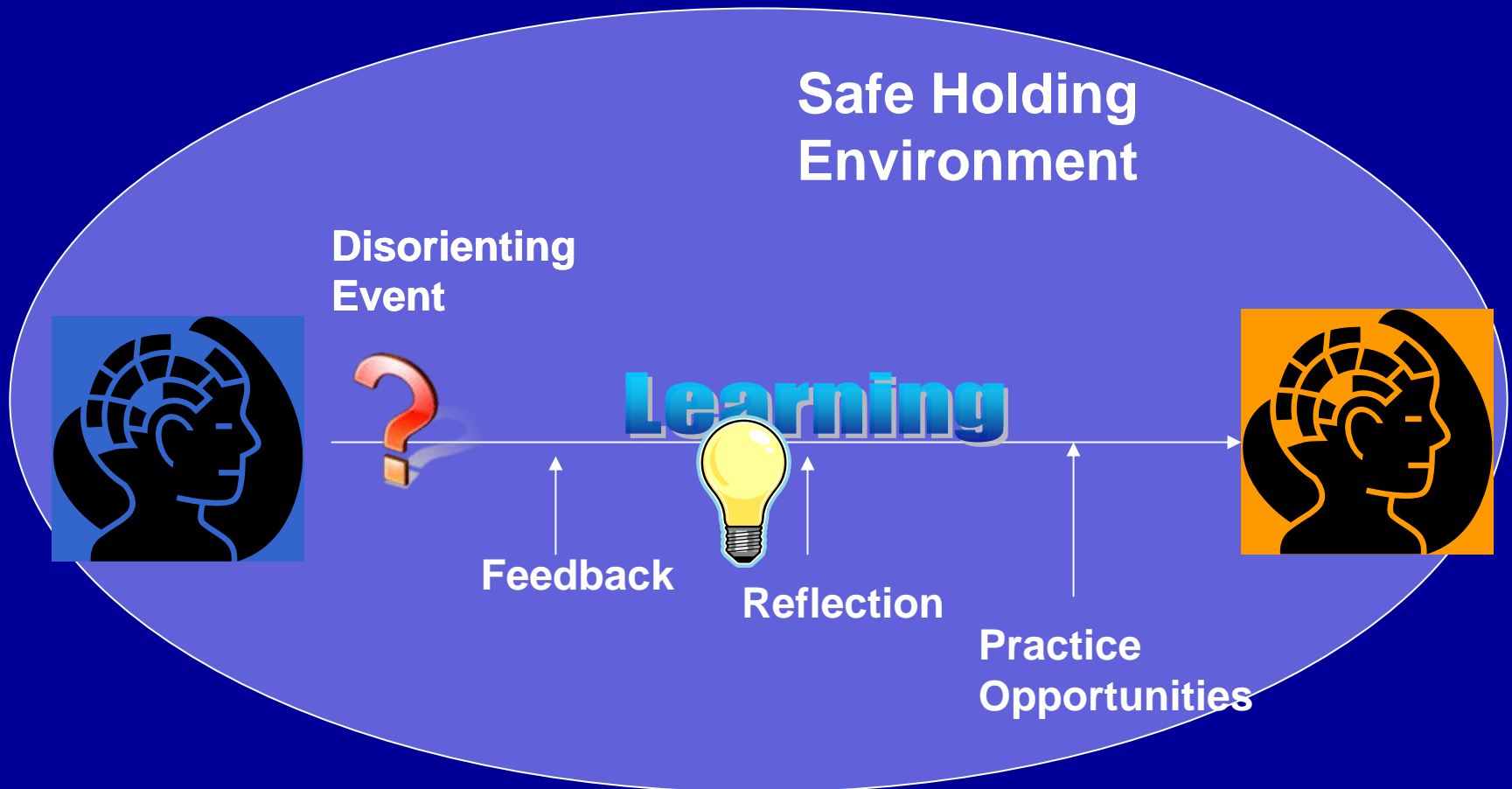


**“When [people] feel psychologically safe, they engage in learning behavior – they ask questions, seek feedback, experiment, reflect on results, and discuss errors or unexpected outcomes openly.”**

# *LEARNING CYCLE*



# Transformative Learning



# Learning Spiral



**“The larger the island of knowledge,  
the longer the shoreline of wonder.”**

**-- Ralph M. Sockman**

# Positive Tools: A Post-hoc Analysis of What's Worked Well

- Everest goals
  - Focus on both what is to be learned, as well as learning itself
  - Focus on the possibilities – “Peak Experience”
  - Acknowledge and respect individual and group goals
- Generating and sustaining positive energy
  - Modeling the behaviors
  - Passion and commitment from the faculty and support team
  - Pacing (session, day, week, program)
  - Activities to appeal to all learning styles, personalities
  - Physical fitness
  - Explicitly building in fun
  - Providing time on the program for reflection
  - Keeping the faculty and staff team healthy, engaged, balanced

# Positive Tools: A Post-hoc Analysis of What's Worked Well

- Creating an intentional culture to generate high quality connections
  - Explicit communication of compassion and support
  - Acknowledging similarities and celebrating differences
  - Communications coaching and Leadership Message Learning groups
  - Social events (karaoke; whirlyball, team cooking, softball games, international nights, etc.)
  - Team commitments
  - Paired and group coaching

# Positive Tools: A Post-hoc Analysis of What's Worked Well

- Creating an intentional culture to generate high quality connections
  - Caring for the “whole” person
    - Intellectual
    - Physical
    - Emotional
    - Spiritual
  - Rich feedback
    - Whole class
    - Learning groups
    - Individual
    - Faculty and support team
- Creating positive meaning
  - Values elicitation
  - Values coaching
  - Leadership message

