

# 2017 SHRM Guam Chapter Annual Conference

## LANGUAGES *of* LEADERSHIP

**FRIDAY  
OCTOBER 6, 2017  
DUSIT THANI RESORT GUAM  
8AM – 5PM**

### Session #3: Building a Framework for Effective Leadership

Julie A. Felker

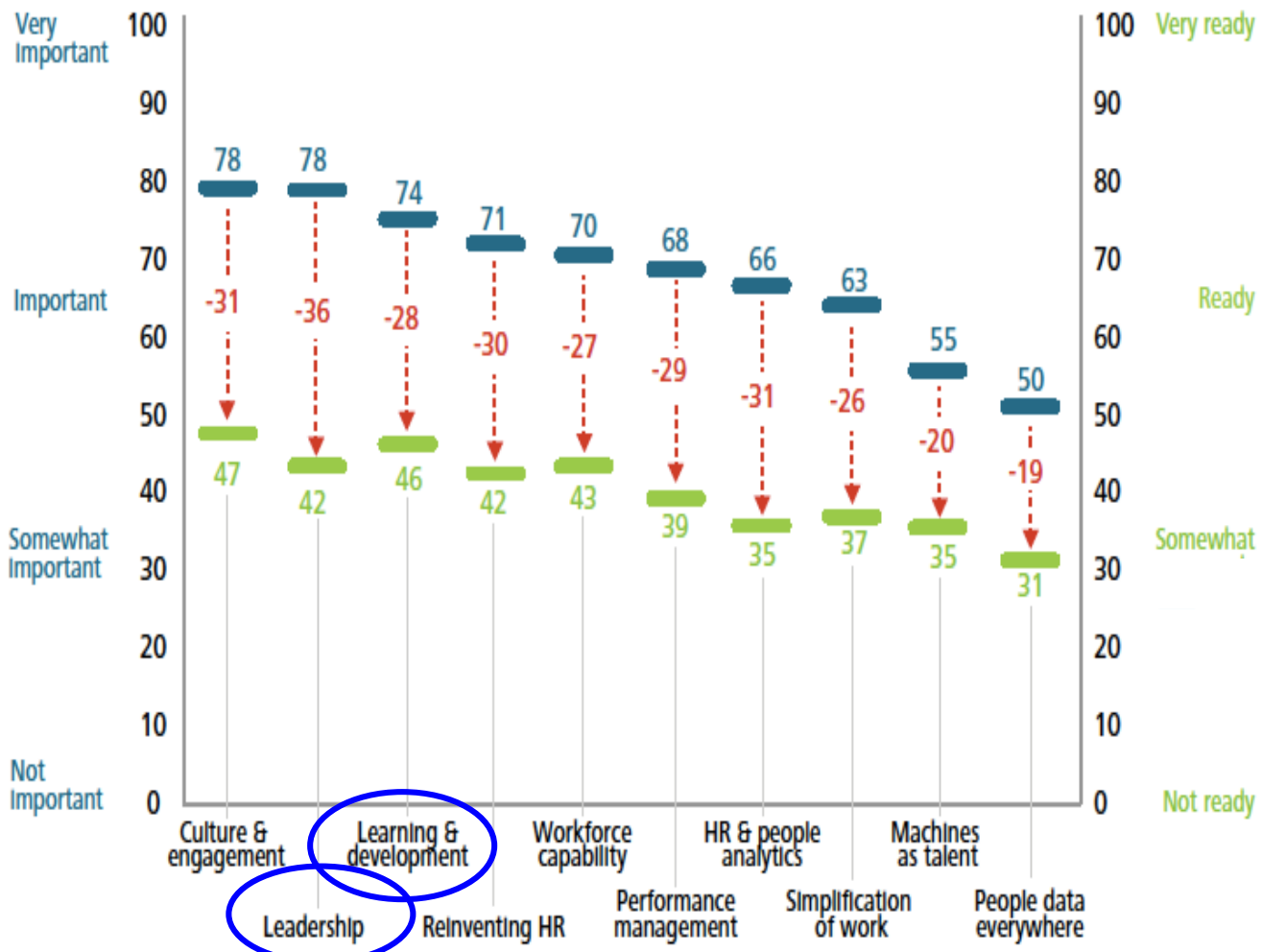


**Let's take a look at  
leadership & learning**

**what will we discover?**



# Deloitte 2015 Global Human Capital Trends Report



Over 3,300 HR & business leaders across 106 companies

2015 Trends: Capability Gap - Importance v. Readiness

2015 capability gap

# Deloitte 2017 Global Human Capital Trends Report



Over 10,000 HR & business leaders across 140 companies

Organization of the future

Careers and learning

Talent acquisition

Employee experience

Performance management

Leadership

Digital HR

People analytics

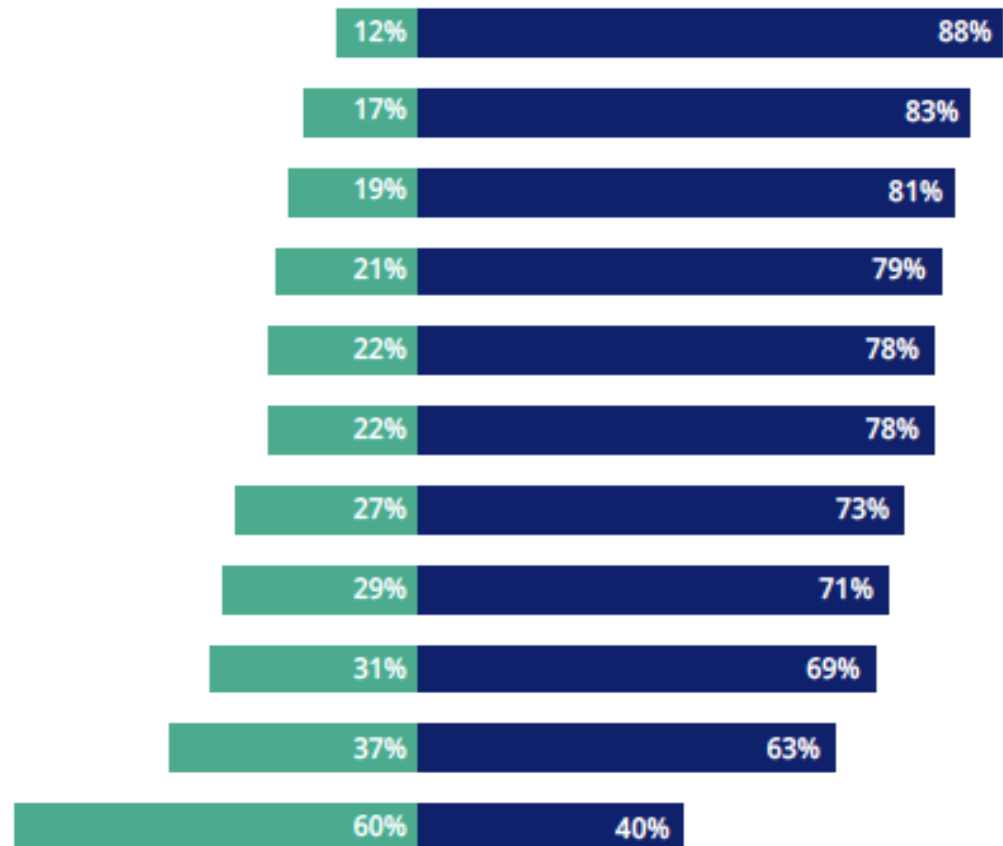
Diversity and inclusion

The augmented workforce

Robotics, cognitive computing, and AI

## The 2017 Trends by Importance

Percentage of total responses



Not/somewhat important

Important/very important



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**Talented leaders do not fail because  
they lack motivation, drive,  
intelligence and functional competence**



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**They often fail because they  
cannot work effectively with and  
through others to achieve  
organizational goals...**

# Effective leadership

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***The ability to influence others in ways that achieve organizational goals by enhancing performance, productivity and engagement of the work force***



# Leadership v. Management Roles

## Leadership

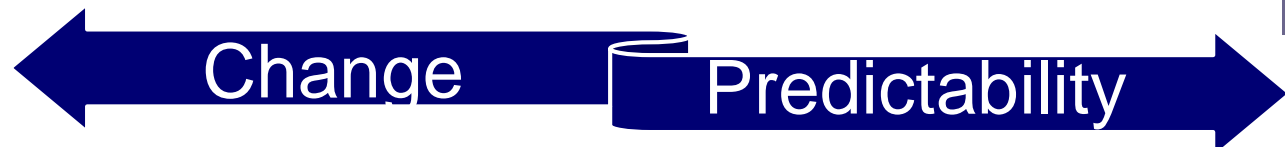
- Defining the future
- Developing a vision
- Providing sense of direction
- Aligning people and vision
- Inspiring others

## Management

- Planning
- Organizing
- Budgeting
- Staffing
- Controlling
- Problem-solving

Force for change, compelling  
team to innovate

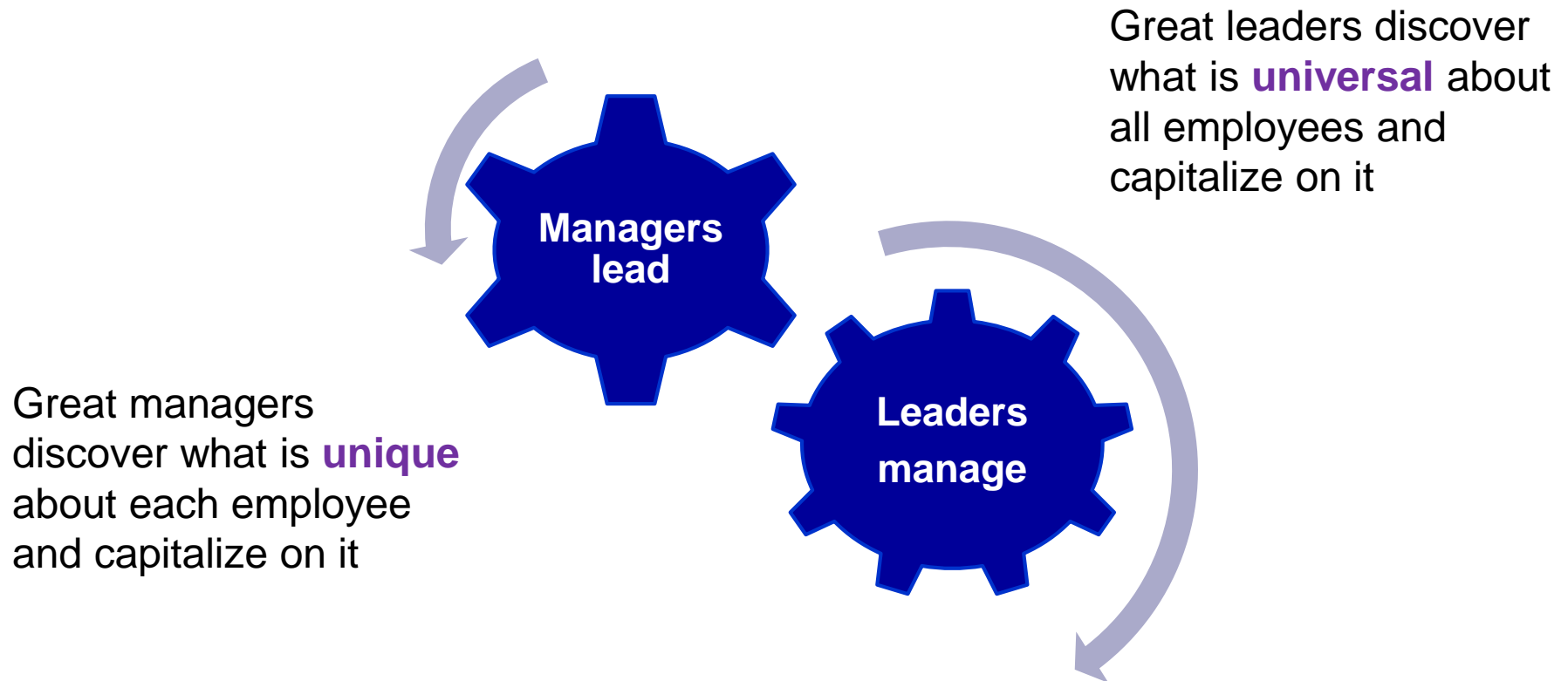
Managing for continuous  
improvement to the status quo





# And often...

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# Transactional v. Transformational

Transactional	Transformational
<ul style="list-style-type: none"><li>■ Contingent Rewards</li><li>■ Management by exception</li></ul> <p>Adapted from Bass (1997) and Northouse (2007)</p>	<ul style="list-style-type: none"><li>■ Vision and values-based influence</li><li>■ Inspirational motivation</li><li>■ Intellectual stimulation</li><li>■ Foster positive human relationships</li></ul>

# Authentic leaders...

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*...act in accordance with deep personal values and convictions, to build credibility and win the respect and trust of followers*

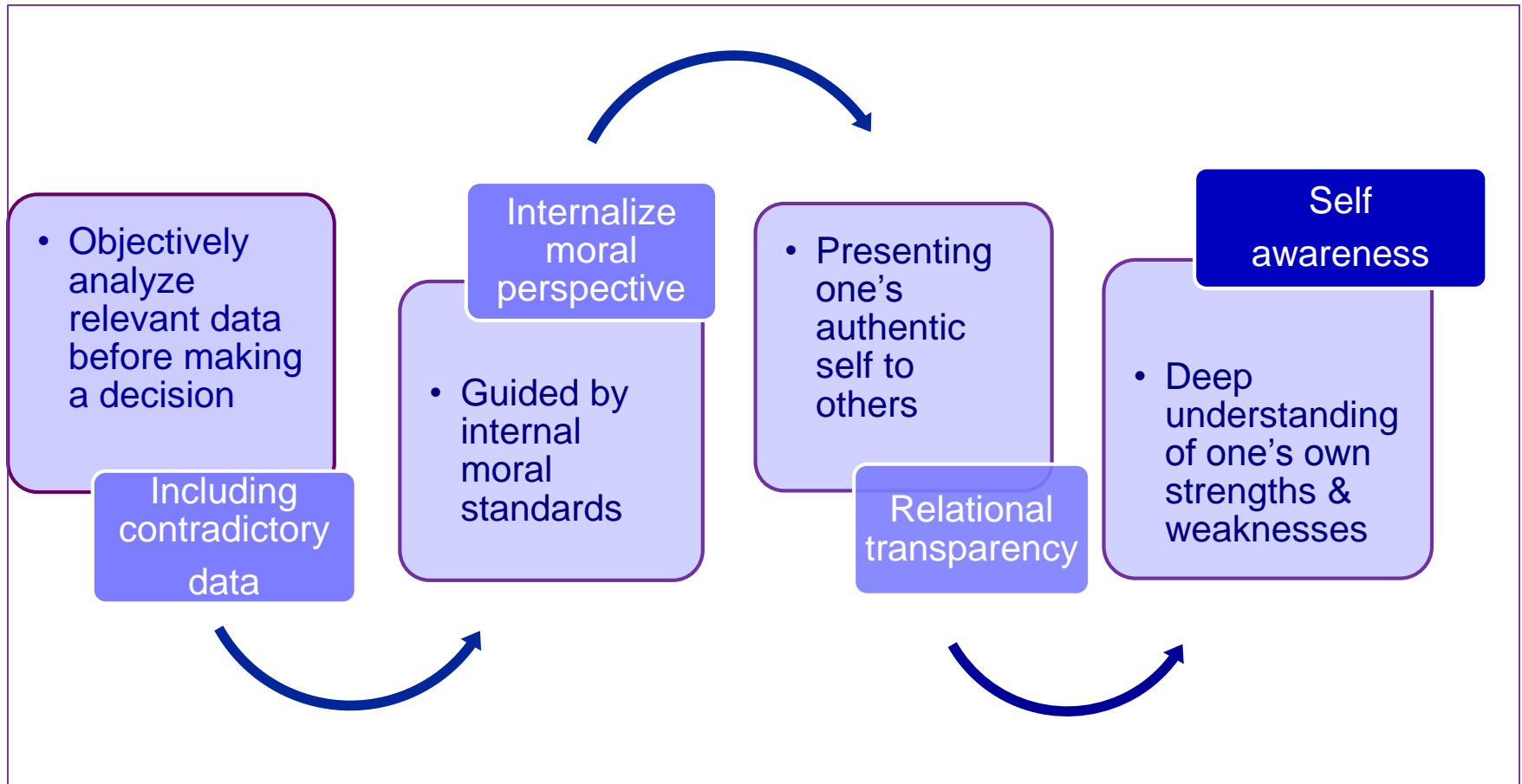


# Nelson Mandela 1918-2013



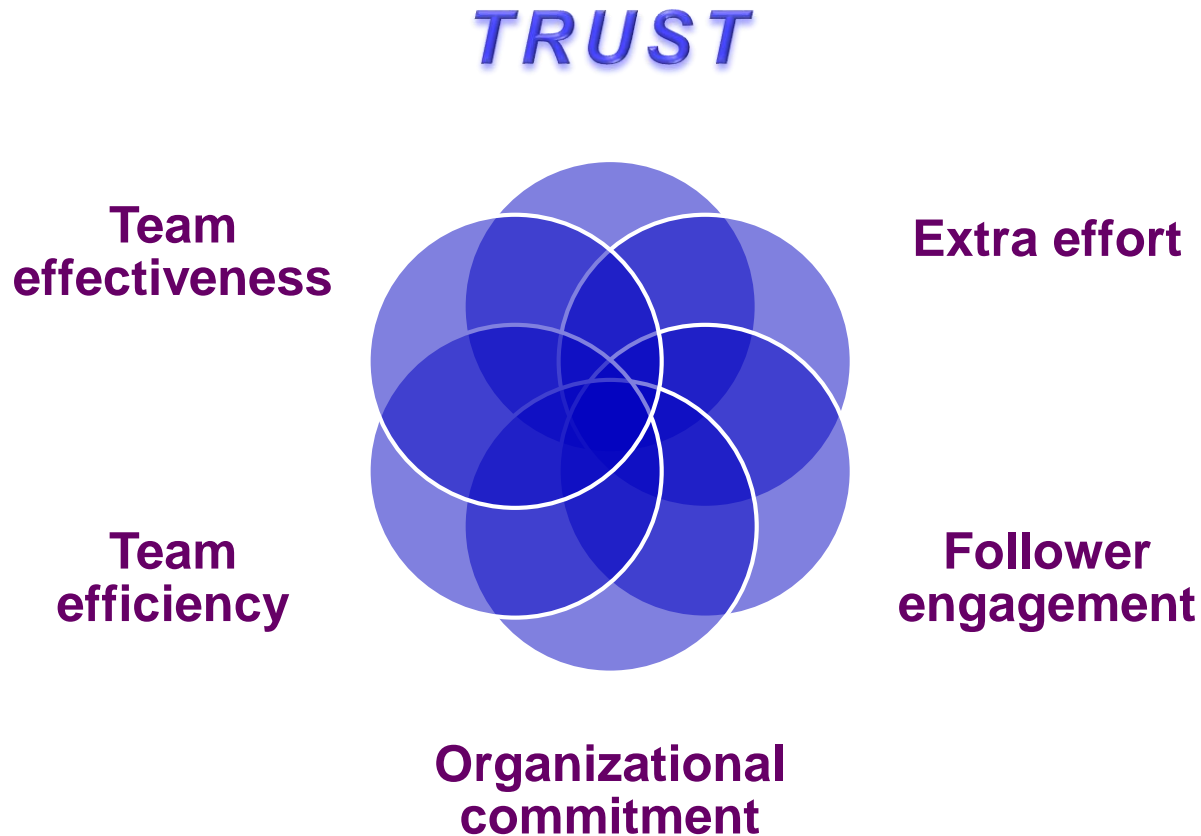
- Unwavering commitment to a long-term vision of justice and hope
- Acting with dignity toward those who wronged him, including his jailers
- Moving alone when necessary, without betraying his friends & party
- Articulating compelling arguments that eventually persuaded opponents
- Showing sensitivity to the dilemmas of adversaries
- Ability to forgive in order to be free from feelings of revenge and victimhood
- Placing reconciliation with those who opposed his struggle at the top of his agenda

# Components of authentic leadership



# Impact of authentic leadership

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# Understanding leadership

## Traits

Attempt to identify leaders based on personal qualities and characteristics

- ✓ Big Six Personality Dimensions (Dispositional predictors)
  - ✓ Honesty/humility
  - ✓ Extraversion
  - ✓ Conscientiousness
  - ✓ Emotional stability
  - ✓ Openness to experience
  - ✓ Agreeableness
- ✓ Great Person Theory
  - ✓ Drive
  - ✓ Energy
  - ✓ Honesty
  - ✓ Achievement motivation
  - ✓ Intelligence (IQ, EI, SI)
  - ✓ Creativity
  - ✓ Flexibility
  - ✓ High tolerance for uncertainty
  - ✓ High degree of predictive accuracy

## Behaviors

Attempt to identify what patterns of behavior lead to success

- ✓ What behaviors do good leaders engage in?
  - ✓ People oriented
  - ✓ Task oriented
  - ✓ Change oriented
  - ✓ Externally oriented (Yukl, 2012)
  - ✓ Visioning
  - ✓ Sensing
  - ✓ Relating
  - ✓ Inventing (Ancona, 2005)

## Situational Leadership

Emphasize aspects of situation and relationships that effect leadership

- ✓ “Best” leadership style depends on the situation
- ✓ Goleman’s Leadership Styles
  - ✓ Coercive (Commanding)
  - ✓ Authoritative (Visioning)
  - ✓ Affiliative
  - ✓ Democratic
  - ✓ Pacesetter
  - ✓ Coaching

## Five Qualities of Successful Leaders



**1** Be supportive

**2** Champion desired change

**3** Clarify objectives, rewards, and consequences

**4** Communicate prolifically and enthusiastically

**5** Develop others

**6** Develop and share a collective mission

**7** Differentiate among followers

**8** Facilitate group collaboration

**9** Foster mutual respect

**10** Give praise

**11** Keep group organized and on task

**12** Make quality decisions

**13** Motivate and bring out best in others

**14** Offer a critical perspective

**15** Operate with strong results orientation

**16** Recover positively from failures

**17** Remain composed and confident in uncertainty

**18** Role model organizational values

**19** Seek different perspectives

**20** Solve problems effectively

## 1 Be supportive

- Understand and sense how other people feel
- Show authenticity and sincere interest in others
- Build trust and inspire employees
- Help colleagues to overcome challenges
- Intervene in teams to:
  - promote organizational efficiency
  - reduce unwarranted fears about external threats
  - Prevent employees' energy from changing into internal conflict

15 Operate with strong results orientation

- Set objectives
- Follow through to achieve results
- Emphasize importance of efficiency and productivity
- Prioritize the highest-value work

19 Seek different perspectives

- Monitor trends affecting organizations
- Grasp changes in the environment
- Encourage employees to contribute ideas that could improve performance
- Accurately differentiate between important and unimportant issues
- Give appropriate attention to stakeholder concerns
- Base decisions on sound analysis
- Avoid biases to which decisions are prone

- Effectively gather, analyze, and consider relevant information
- Problem solving can be quite challenging yet is important for decisions involving both major and minor issues

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### **Envisioning**

Articulating a compelling vision, mission, and strategy that incorporate a multi-cultural and diverse perspective and connect employees, shareholders, suppliers, and customers on a global scale.

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### **Empowering**

Empowering followers at all levels of the organization by delegating and sharing information.

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### **Energizing**

Energizing and motivating employees to achieve the organization's goals.

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### **Designing and aligning**

Creating world-class organizational design and control systems and using them to align the behavior of employees with the organization's values and goals.

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### **Rewarding and feedback**

Setting up the appropriate reward structures and giving constructive feedback.

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### **Team building**

Creating team players and focusing on team effectiveness by instilling a cooperative atmosphere, promoting collaboration, and encouraging constructive conflict.

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### **Outside orientation**

Making employees aware of outside constituencies, such as customers, suppliers, shareholders, and other interest groups, including local communities affected by the organization.

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### **Global mind-set**

Inculcating a global mentality, instilling values that act as a glue between the regional or national cultures represented in the organization.

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### **Tenacity**

Encouraging tenacity and courage in employees by setting a personal example in taking reasonable risks.

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### **Emotional intelligence**

Fostering trust in the organization by creating – primarily by setting an example – an emotionally intelligent workforce whose members are self-aware and treat others with respect and understanding.



INSEAD

**Critical  
Components  
of Leadership**

# Skills leaders need at every level

## WHAT LEADERSHIP SKILLS DO YOU NEED MOST?

These competencies were voted the most important for all management positions.





# Understanding leadership

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# Goleman's leadership styles

	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	Coaching
Method	Immediate compliance	Mobilizes towards vision	Creates harmony; builds bonds	Consensus through participation	Sets high performance standards	Develops people for the future
Style in words	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
EI Comp.	Drive to achieve, initiative, self control	Self-confidence, empathy, change catalyst	Empathy, relationship building, comm.	Collaboration, team leadership, comm.	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When style works best	Crisis, problem employees, 'kick start' turnaround	When change requires new vision; when clear direction is needed	To heal rifts in team; motivate under stressful circumstances	To build buy-in or consensus; to get input from employees	To get quick results from highly motivated & competent team	To help employee improve perf.; LT develop.



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Q.

Can a leader be both authentic *and* modify his/her leadership style depending on situational context?

# Self-awareness at the Foundation of Leadership

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# On Becoming a Leader -- W. Bennis

## Basics of Leadership

- ✓ Guiding vision
- ✓ Passion
- ✓ Integrity... Trust
- ✓ Curiosity
- ✓ Daring

## Know Yourself

- ✓ You are your own best teacher
- ✓ Accept responsibility. Blame no one
- ✓ You can learn anything you want
- ✓ True understanding comes from reflecting on your experiences

## Know the World

- ✓ Innovative learning
  - ✓ Active & imaginative, not passive & habitual
  - ✓ Learn by listening to others
  - ✓ Shape events, rather than being shaped by them
- ✓ Formal & informal learning
- ✓ Family, friends, mentors
- ✓ Learn from experience & adversity

## Get People on your Side

**Building  
TRUST**

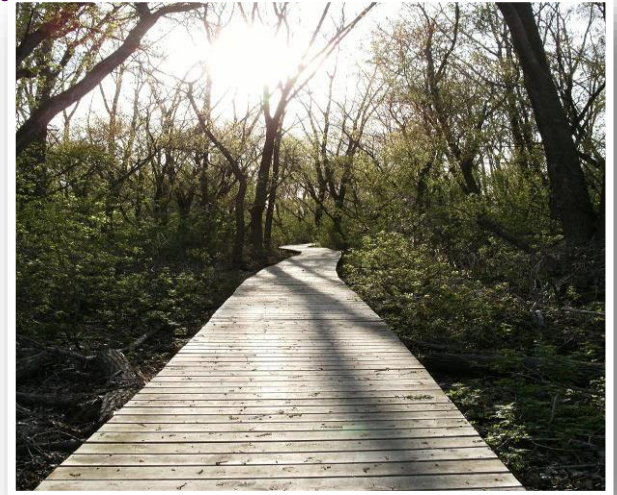


- ✓ Constancy
- ✓ Congruity
- ✓ Reliability
- ✓ Integrity

# Where do you start?

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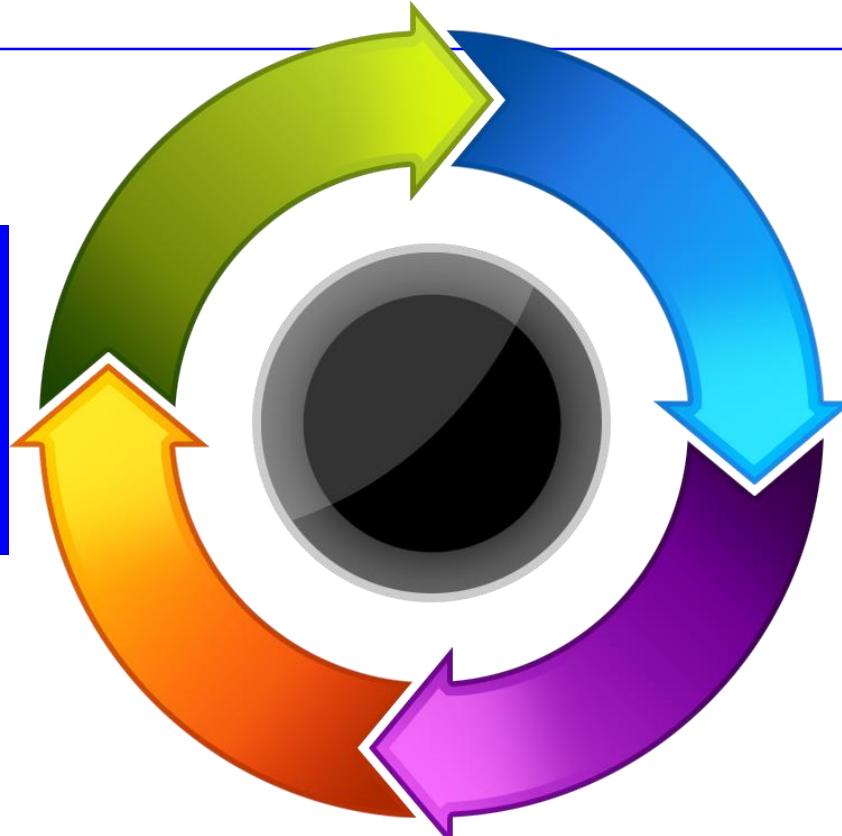
- Know thyself -- lead thyself
  - Values
  - What are guiding principles in your life?
  - Social identity
  - Leadership identity
  - Personal vision
  - Leadership vision
  - Understand how you impact others
- Observe people and situations
- Constantly learn about yourself, others, the world
- Study great leaders





# Your personal vision

What do you  
aspire to  
accomplish in  
your life?



Who/what do  
you aspire to  
become?

What legacy do  
you want to  
leave?





# Your leadership vision

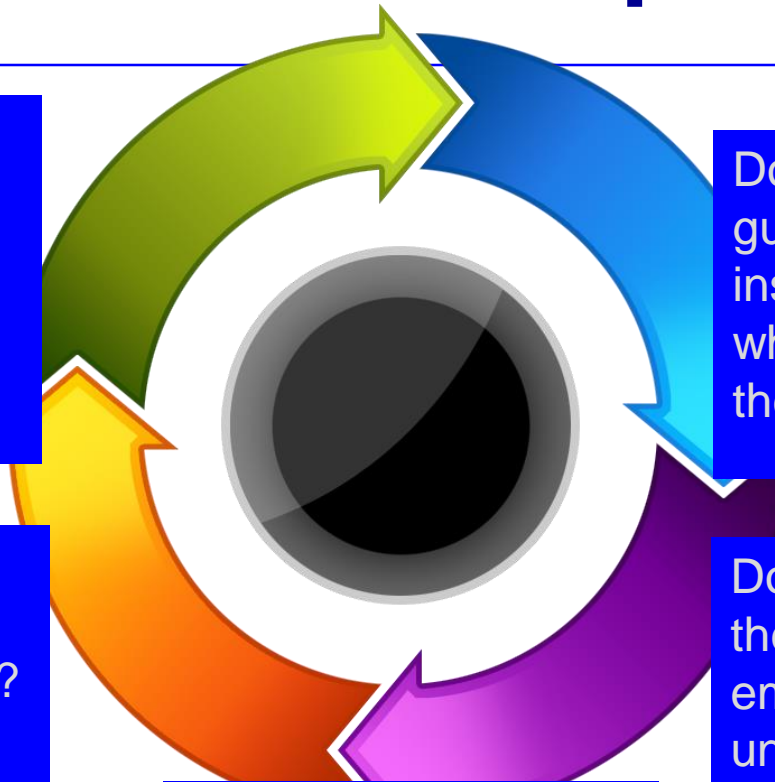
Does it provide the mental picture - of what your organization wants to be and wants to achieve over time?

Does it provide guidance and inspiration about what is important to the organization?

Does it clarify direction for change?

Does it function as the "north star" - what employees understand their work contributes towards accomplishing over the long term?

Does it motivate employees to take action in the right direction?



# Importance of leader's vision

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*You must unite your constituents  
around a common cause and connect  
them as human beings*

J. Kouzes and B. Posner



# Characteristics of good vision

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1. **Imaginable** it conveys a picture of what the future will look like
2. **Desirable** it appeals to long-term interests of stakeholders
3. **Feasible** it embodies realistic, attainable goals
4. **Focused** it provides guidance in decision-making
5. **Flexible** it is generable enough to enable individual and alternative responses to changing environments
6. **Communicable** it can be explained in two minutes

# Questions leaders must ask about vision

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- Do I feel strongly about this?
- Am I convinced that this can be accomplished?
- Do I convey excitement when I talk about it?
- Am I willing to put my credibility on the line to promise action on it?
- Am I committed to seeing this through, over the long term?
- Am I willing to make sacrifices to see that this gets done?

***Ingredients for getting others to follow...***



# Your Leadership Vision

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- *What is your leadership vision?*
- *How will you go about making your vision a reality?*
- *What do you need to do, or do differently, going forward?*

# Know thyself - Mindfulness

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- ***Paying attention:*** Consciously looking for what is new & different; questioning preconceived ideas
- Awareness of our thoughts, feelings & environment
- Reconsidering who we are & what we think we know
- Understanding how our actions & decisions influence other
- Awareness of how our actions & choices support our vision



# Leadership mirror

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*At the end of the day, mindful leaders should consider these questions:*

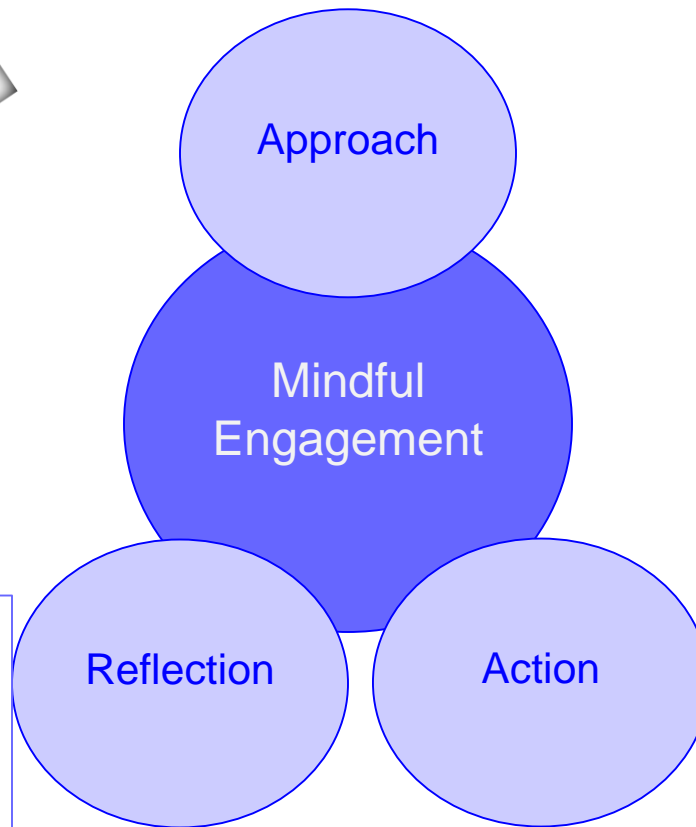
- Q • How well did I lead today? What did I do that was meaningful? What did I do to contribute to achieving our vision?
- Q • How might I lead better tomorrow?
- Q • Why would anyone want me to lead him or her?





# Discovering your leadership potential with a learning mindset

**Do you have a learning mindset?**



## **Commit to learning mindset**

- ✓ Embrace learning orientation
- ✓ Set learning goals
- ✓ Plan possible experiments

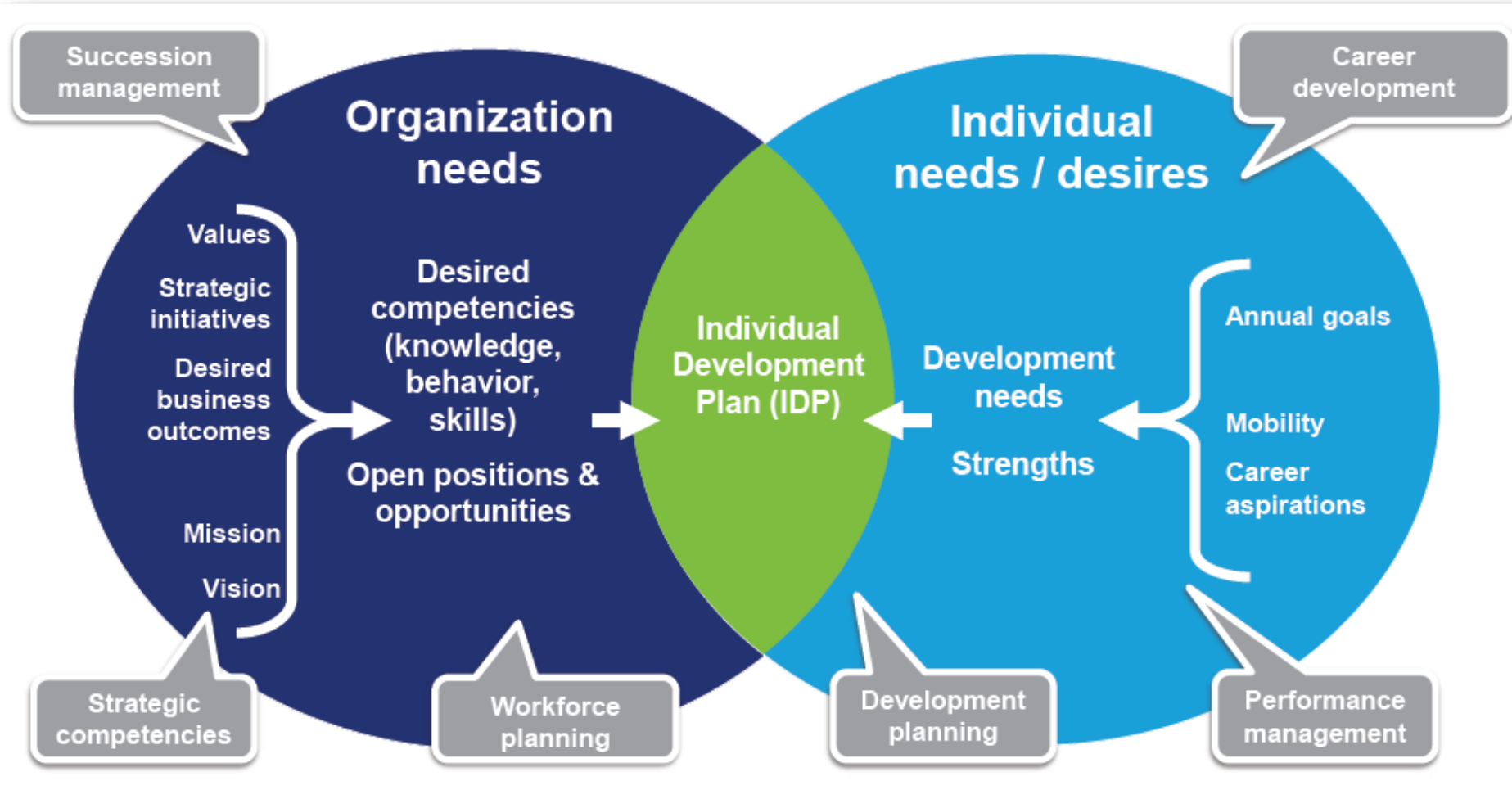
## **Create, capitalize on learning opportunities**

- ✓ Active experimentation
- ✓ Feedback seeking
- ✓ Emotion regulation

## **Capture lessons of experience**

- ✓ Diagnose cause/effect
- ✓ Reconstruct experience
- ✓ Consider counterfactuals
- ✓ Distill lessons learned

# Integrating organizational and individual needs





# How do you want to be known as a leader?

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- What kind of leaders does your organization need?
- What kind of leader do you want to be?
  - How do you want to be known by others?
  - What reputation as a leader do you want to build?
  - Are you happy with who you are as a leader at this moment?
  - What traits/characteristics/behaviors should you keep? Replace?

# Creating an Individual Learning & Development Plan



- **What competency(ies) do you want to develop?**
- **Why are these competencies important to your organization? Your career?**
- Are these competencies required for your current role? Your next role? Both? If your plan focuses on a future role, what specific role are you considering?
- **How are you going to develop these competencies?** Include both formal and informal learning and development activities/opportunities, and any “experiments” you will try out to build the competencies.
- What support and resources do you need to accomplish your learning and development goals?
- What challenges or obstacles might get in your way? How will you overcome them?
- How will you hold yourself accountable for achieving your goals?

*Consider a planning horizon of 3, 6 and 12 months, possibly further.*

Draft plan - 15 minutes  
Feedback from colleagues - 15 minutes





**KEEP  
CALM  
AND  
TAKE A  
BREAK**

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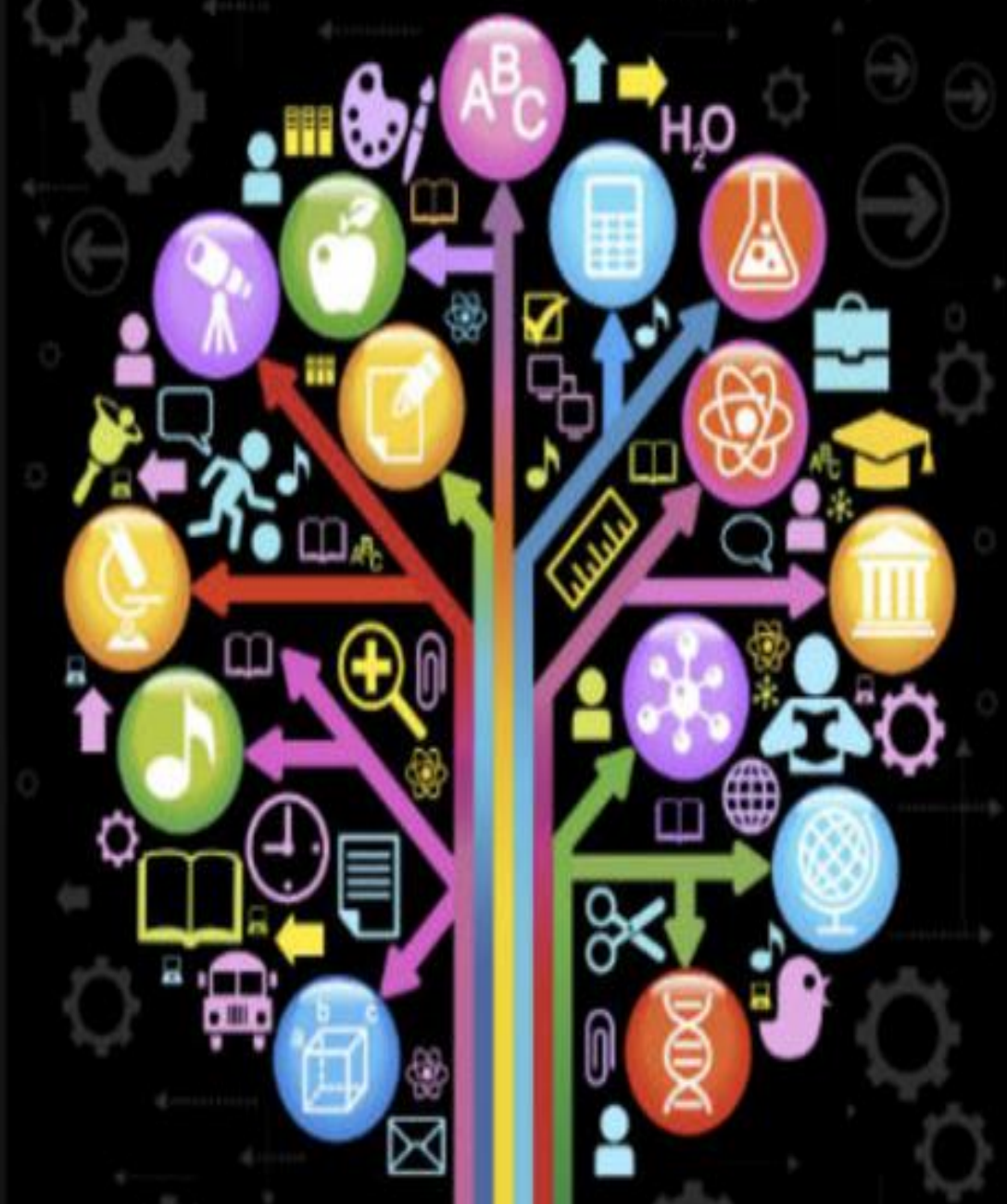
### **Session #4: Imbedding Learning & Development into your Organization's Culture**

Julie A. Felker

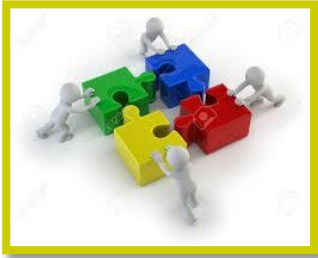




# Learning Culture:



What Is It?



# How do you define “Learning Culture”?





# Learning Culture Defined

A culture that supports an open mindset, an independent quest for knowledge, and shared learning directed toward the mission and goals of the organization.

(CEB Research )

A community of workers instilled with a “growth mindset.” People not only want to learn and apply what they’ve learned to help their organization, they also feel compelled to share their knowledge with others.

(Grossman, HR Magazine, 2015)

The collective set of organizational values, conventions, processes and practices that influence both individuals and the collective organization to continuously increase knowledge, competence and performance. (Bersin,2010)

*Sharing information becomes part of the organization's culture.*

# The “learning” culture iceberg

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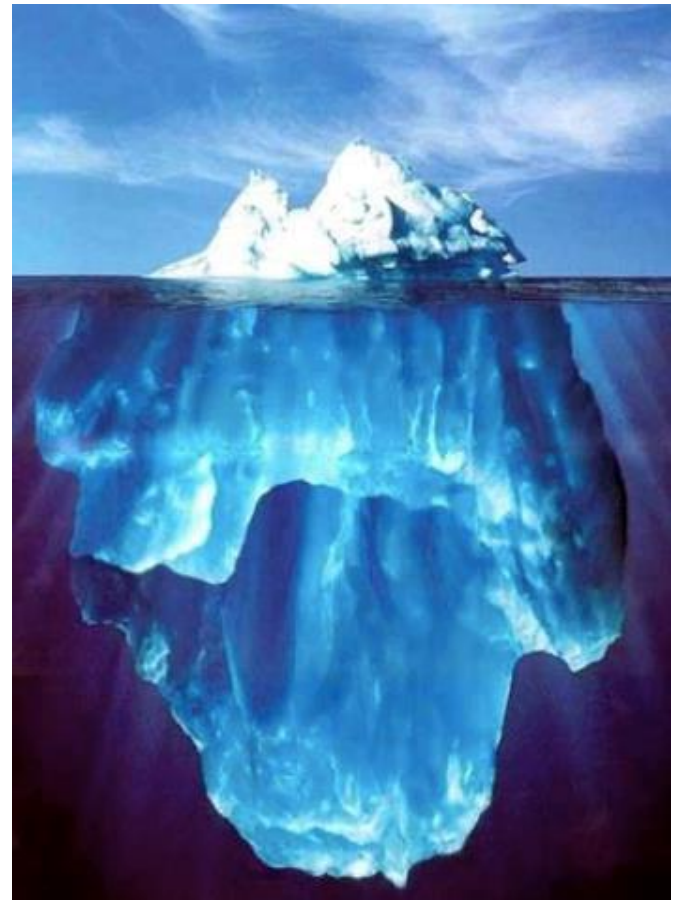
Formal policies,  
systems & practices

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Informal practices &  
symbolic actions

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Beliefs, values &  
attitudes



# An Organizational Culture that Values Learning...

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- Continues to **seek to do better**
- People in all parts of the organization have high **expectations of themselves and their peers**
- Look for opportunities to **benchmark themselves against, and learn from**, successful peer organizations
- Sr. Mgt. leads by example and encourages others to **be curious, ask questions, and push each other's thinking** by being respectfully challenging
- Sr. Mgt. creates conditions for staff members to **feel safe when acknowledging there are problems**
- “Failures” seen as **opportunities for learning**
- Even the busiest leaders, managers and staff members take time to **step back, take stock and reflect**

Source: Adapted from Leap of Reason Ambassadors Community 2015. The Performance Imperative: A Framework for Social-Sector Excellence. Washington, Venture Philanthropy Partners. <http://leapofreason.org/performance-imperative/performance-imperative-materials/>.

# Is yours a pro-learning or anti-learning culture, or somewhere in between?

## SELF AUDIT

Learning Culture Self-Audit			
Pro-Learning Culture	1–5	Anti-Learning Culture	1–5
People at all levels ask questions and share stories about successes, failures, and what they have learned.		Managers share information on a need-to-know basis. People keep secrets and don't describe how events really happened.	
Everyone creates, keeps, and propagates stories of colleagues who have improved their own processes.		Everyone believes they know what to do, and they proceed on that assumption.	
People take time regularly to reflect on what has happened and what may happen.		Little time or attention is given to understanding lessons learned from projects.	
People are treated as complex individuals.		People are treated like objects or resources without attention to their individuality.	
Managers encourage continuous experimentation.		Employees proceed with work only when they feel certain of the outcome.	
People are hired and promoted on the basis of their capacity for learning and adapting to new situations.		People are hired and promoted on the basis of their technical expertise as demonstrated by credentials.	

***Base on this brief audit, what is your organization's greatest strength? Opportunity for improvement?***

TOOL KIT

*Using this assessment tool, companies can pinpoint areas where they need to foster knowledge sharing, idea development, learning from mistakes, and holistic thinking.*

## Is Yours a Learning Organization?

by David A. Garvin, Amy C. Edmondson, and Francesca Gino

### Assessment: Supportive Learning Environment

Please respond to each item in terms of how descriptive it is of your work unit.


	highly inaccurate	moderately inaccurate	slightly inaccurate	neither accurate nor inaccurate	slightly accurate	moderately accurate	highly accurate
In this unit, it is easy to speak up about what is on your mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you make a mistake in this unit, it is often held against you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in this unit are usually comfortable talking about problems and disagreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People in this unit are eager to share information about what does and doesn't work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping your cards close to your vest is the best way to get ahead in this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to each item in terms of how descriptive it is of your work unit.

# Learning Culture:



## Why Should we Care?



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*“The single biggest driver of business impact is the strength of an organization’s learning culture.”*

Josh Bersin, Bersin by Deloitte

*“Learning is the only source of sustainable competitive advantage.”*

Arie de Geus, head of Shell Oil Company’s Strategic Planning Group and  
Visiting Professor at London Business School

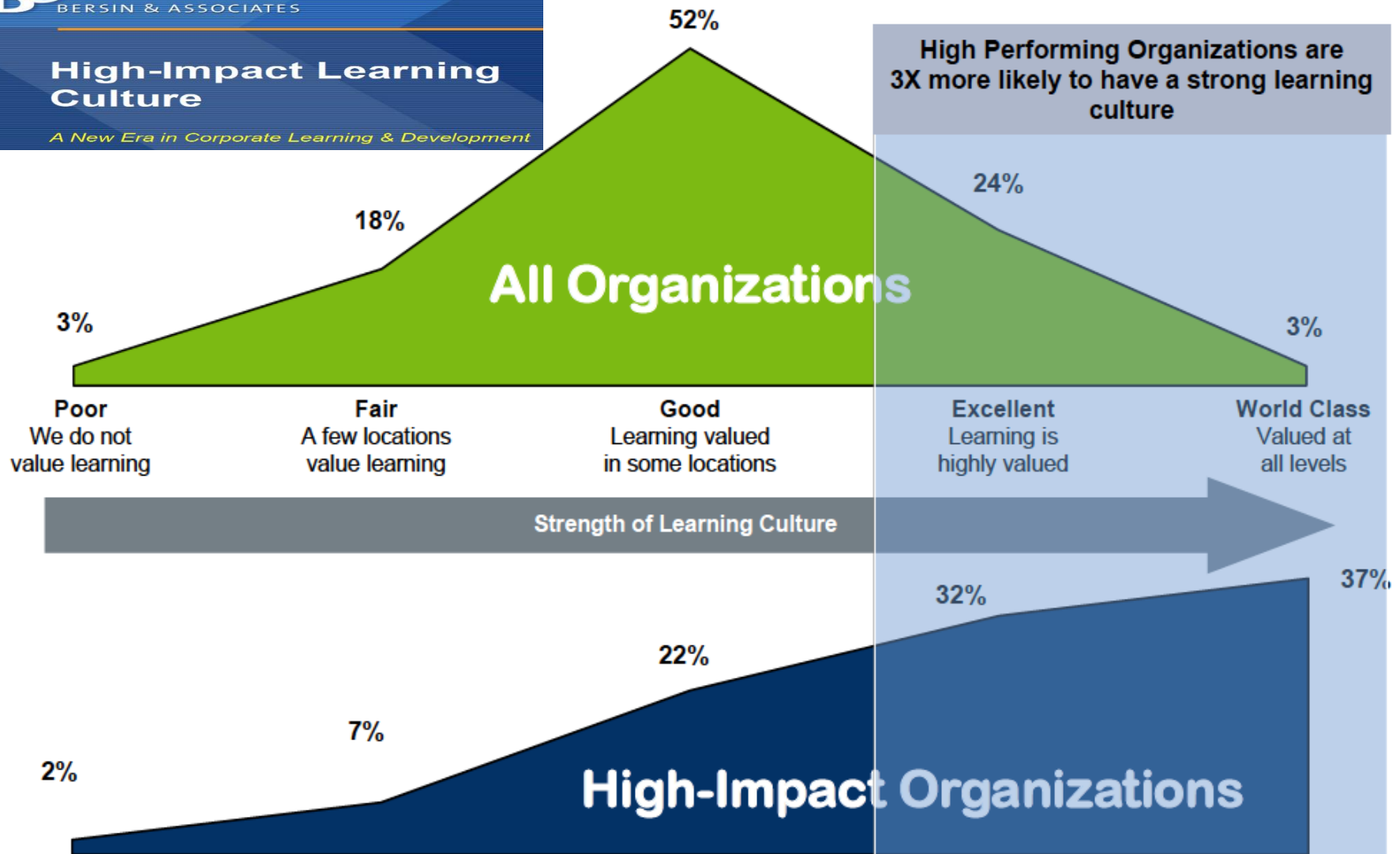


# Organization of the future: Old v. new rules

Old rules	New rules
Organized for efficiency and effectiveness	<u>Organized for learning</u> , innovation, and customer impact
Company viewed as a hierarchy, with hierarchical decision rights, structure, and leadership progression	Company viewed as an agile network, empowered by team leaders and fueled by collaboration and <u>knowledge-sharing</u>
Structure based on business function with functional leaders and global functional groups	Structure based on work and projects, with teams focused on products, customers, and services
Advancement through promotion upward with many levels to progress through	Advancement through <u>many assignments, diverse experiences, and multifunctional leadership assignments</u>
People “become leaders” through promotion	People “create followers” to grow in influence and authority
Lead by direction	Lead by orchestration
Culture ruled by fear of failure and perceptions of others	Culture of safety, abundance, and importance of risk-taking and innovation
Rules-based	Playbook-based
Roles and job titles clearly defined	Teams and responsibilities clearly defined, but roles and job titles change regularly



# Culture *Really* Matters



## What is a high-impact learning culture?

Most HR professionals know that a culture of learning is important to the health of the organization. But few can say why—or even define what it means to have an effective learning culture.

A learning culture is a set of organizational values, conventions, processes, and practices that encourage individuals—and the organization as a whole—to increase knowledge, competence, and performance. “High impact” simply describes the idea that the learning culture positively impacts business results. In other words, it makes a difference.

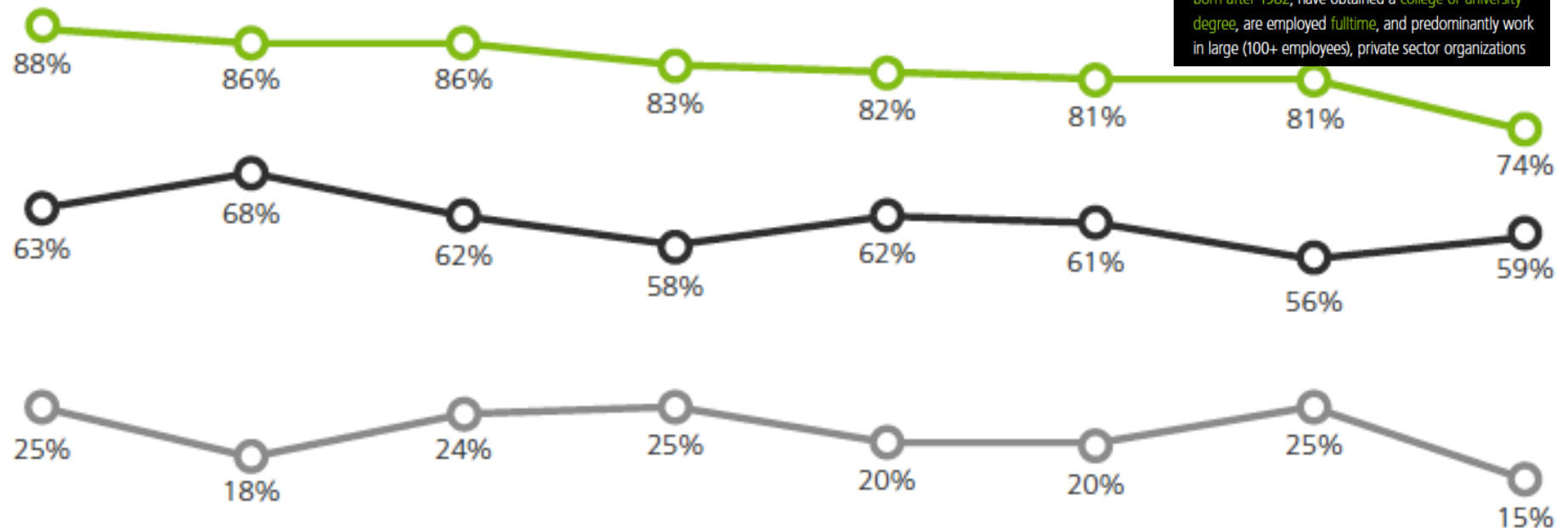
## Why does it matter?

High-impact learning organizations (HILOs) are better at things like skills development and talent development. According to a study by Bersin & Associates, “High-Impact Learning Culture: The 40 Best Practices for Creating an Empowered Enterprise” (June 10, 2010), HILOs that have a strong learning foundation in place tend to significantly outperform their peers in several areas:

- They are **32 percent more** likely to be first to market.
- They have **37 percent greater** employee productivity.
- They have a **34 percent better** response to customer needs.
- They have a **26 percent greater** ability to deliver quality products.
- They are **58 percent more** likely to have skills to meet future demand.
- They are **17 percent more** likely to be market-share leader.

**Figure 10: Those likely to remain longest share their organization's values, and are more satisfied with its sense of purpose and support of professional development**  
Percent satisfied with each aspect/describes\* their organization

Stay more than 5 years   Leave within 2 years   Gap



As with previous surveys in the series, we collected the views of nearly 7,700 Millennials representing 29 countries around the globe. All participants were born after 1982, have obtained a college or university degree, are employed fulltime, and predominantly work in large (100+ employees), private sector organizations

Sense of purpose   Variety of experiences   Use made of skills   Professional development   Values aligned\*   Mentoring received   Personal recognition   Cross-team collaboration\*

# GALLUP Workplace



I know what is expected of me at work

I have the materials and equipment I need to do my work right

At work, I have the opportunity to do what I do best every day

In the last 7 days, I have received recognition/ praise for doing good work

My supervisor, or someone at work, cares about me as a person

**There is someone at work who encourages my development**

At work, my opinion seems to count

The mission/purpose of my company makes me feel my job is important

My associates (fellow employees) are committed to doing quality work

I have a best friend at work

In the last 6 months, someone at work has talked to me about my progress

**This last year, I have had opportunities at work to learn and grow**

5 point scale.. Extremely Satisfied to Extremely Dissatisfied

Source: Journal of Applied Psychology (2002), Vol. 87 No. 2





## FAST FORWARD

The impact of the fourth industrial revolution is fundamentally changing the nature of work and the meaning of career, and making it imperative to constantly refresh one's skills. Unlike some of this year's trends where the organization can help drive what needs to be done, when it comes to learning, the organization's role is to create the environment and systems to allow employees to constantly learn and relearn. The explosion of free content means that the learning organization should seamlessly integrate internal and external content into its platforms.

# Careers and Learning: Old v. new rules

Old rules	New rules
Employees are told what to learn by their managers or the career model	Employees decide what to learn based on their team's needs and individual career goals
Careers go "up or out"	Careers go in every direction
Managers direct careers for people	People find their career direction with help from leaders and others
Corporate L&D owns development and training	Corporate L&D curates development and creates a useful learning experience
People learn in the classroom and, sometimes, online	People learn all the time, in micro-learning, courses, classrooms, and groups
The corporate university is a training center	The corporate university is a "corporate commons," bringing leaders and cross-functional groups together
Learning technology focuses on compliance and course catalog	Learning technology creates an always-on, collaborative, curated learning experience
Learning content is provided by L&D and experts	Learning content is provided by everyone in the organization, and curated by employees as well as HR





# Creating a Learning Culture



<b>Secure CEO buy-in</b>	<b>Practice humility</b>
<b>Cultivate a “growth mindset”</b>	<b>Build teams, not stars</b>
<b>Hire smart</b>	<b>Keep units small and manageable</b>
<b>Teach “how” not “what”</b>	<b>Create routine to stay on track</b>
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<b>Support risk-taking and “failing forward”</b>	<b>Deliver metrics</b>



Formalizing Informal Learning

Information



Celebrate Failure

BE MORE  
LIKE  
**Google**



Sharing is Caring...and Learning

## How do you get started?

Culture is easy to talk about but hard to implement. The High-Impact Learning Culture model from research firm Bersin & Associates describes seven steps to start building a high-impact learning culture.

1. Make learning part of the organization's strategic success. Integrate learning with talent management in support of capability development.
2. Make a belief in learning a part of the organization's culture of leadership. Use leadership-development programs to encourage leaders and management to take ownership of the learning culture.
3. Make full use of captive audiences. Use required training activities to prove the value of learning by making it worthwhile and interesting for learners.

## Seven Steps to Building a High-Impact Learning Culture

4. Make a great first impression. Use onboarding programs to encourage employees to take personal responsibility for learning and to demonstrate the organization's commitment to development. Some HILOs have onboarding programs that start as early as the talent-acquisition phase and continue through all talent-management processes. Such an approach can demonstrate an organization's commitment to learning, helps recruits hit the ground running, and personally benefits the individuals.
5. Make work educational. Use embedded learning approaches to maximize experiential and reflective learning. Embedded learning allows people to reflect on how they learn by putting them to work on real business problems.
6. Make knowledge-sharing an organizational habit. Institutionalize knowledge-sharing by incorporating incentives and opportunities into every learning and performance-management process.
7. Make performance management a driver of development. Redesign performance-management processes to give at least equal weight to coaching and development. Coaching can be a low-cost but highly effective way to improve performance. You know coaching is working if an annual performance review takes just 15 to 20 minutes because you're merely confirming the documentation of something you've talked about all year.

# High-Impact Learning Culture

## High-Impact Learning Culture

*A New Era in Corporate Learning & Development*

### Learning Culture

Building Trust

Encouraging Reflection

Demonstrate Learning's Value

Enabling Knowledge Sharing

Empowering Employees

Formalizing Learning As Process

Leadership

Management

Ability to Learn

Motivation to Learn

Acquisition & Application of Knowledge and Skills

Learning Agility

Innovation

Employee Productivity

Customer Satisfaction

Customer Responsiveness

Customer Input

Cost Structure

Time to Market

Market Share

Workforce Expertise

40 Practices  
of a High-Impact Learning Culture®

## Building Trust

Organization engaged and committed to goals  
Organization has core values and beliefs  
Employees can explain values and beliefs  
Knowledge can be shared without political risk  
Employees feel safe in the work environment

Leaders open to bad news  
Asking questions is encouraged  
Decision-making clearly defined  
Employees have influence over job

## Empowering Employees

## Demonstrate Learning's Value

Organization values people who learn new skills  
Organization believes time for learning is valuable  
Employees believe L&D offerings are high value  
Employees take active role in their own development  
Leaders frequently participate in training programs  
Most employees have career plans  
Organization has innovation programs widely used  
Employees know what L&D programs are available

## Encouraging Reflection

Organization values mistakes as learning opportunities  
Organization makes time for reflection after errors  
Organization analyzes assumptions before decision-making

## Formalizing Learning as Process

## Enabling Knowledge Sharing

Customers regularly interviewed and profiled  
Stories about company history frequently shared  
Innovations and new solutions widely shared internally  
Collaboration is considered central part of L&D process  
Organization surveys employees and acts on findings  
Customer ideas widely communicated internally

Employees given stretch assignments  
L&D regularly re-evaluates investments  
Organization hires vigorously from within  
Executives take interest in employee devt.  
Culture and fit are used in hiring process  
Business leaders rotated into L&D function

# Building a High-Performance Culture: A Fresh Look at Performance Management

80 - 90% of  
learning occurs  
on the job

## Recommendations

- Use job experience as the primary means of developing employees.
- Continually seek job experience that builds performance.
  - Stretch outside comfort zone.
  - Provide opportunities to make mistakes.
  - Entail deliberate practice and feedback.
  - Make relevant to role.





70%

## ***Experiences***

- Increased job scope
- Increased scope in decision-making
- Increased budget responsibility
- Exposure to senior leadership
- Full job change
- Lead and/or teach others
- Lead or participate in a taskforce, project team, or advisory board
- Community involvement
- Special assignment
- Research and present recommendations

20%

## ***Assessment and feedback***

- Feedback from manager
- Performance assessment
- 360-degree feedback
- Mentoring
- Coaching
- Growth planning

10%

## ***Education***

- Training programs
- Seminars/conferences
- University programs
- E-learning
- Self-study

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**... always look for  
*disquieting evidence* ...**



# Dare to Disagree

**TED** Ideas worth spreading

WATCH

DISCOVER

ATTEND

PARTICIPATE

Margaret Heffernan:

## Dare to disagree

TEDGlobal 2012 · 12:56 · Filmed Jun 2012

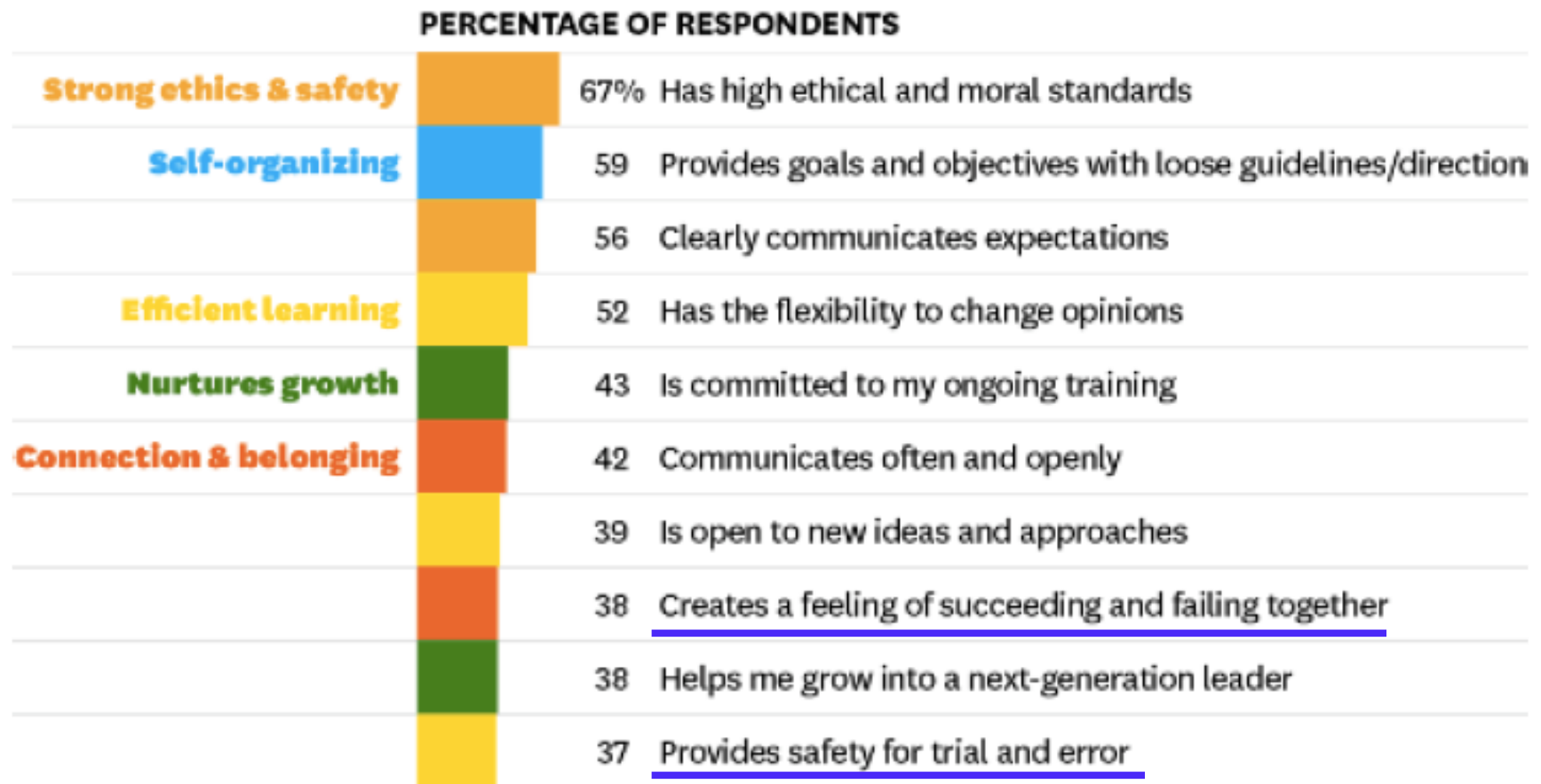
35 subtitle languages ?

View interactive transcript



## The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.



# Are you 'allowing' people to take risks and make mistakes?

Powerful learning occurs right after you make a huge mistake. These are very important learning opportunities.

- How organization responds to errors
- Learning from mistake

Error Management Culture

- **Blaming**
- **Penalizing**

- **Blame-free**
- **Learning**

- **Rewarding**
- **Celebrating**



intuit®



# Creating a learning culture?







**TED**

## Learning Wednesdays

**Meeting free days dedicated to  
employees' learning**



Employee knowledge sharing portal - “Video Café”

**Empower employees to increase  
knowledge sharing**



**Unleash the  
power of experts**





**“Telling your employees that you want them to learn is different than asking them to promote that culture themselves.”**

Karen May, Head of People Operations, Google

**Googler to Googler**

**Google employees taught 55% of the company's official classes**





# Designing a (physical) learning environment

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- Make space considerations part of strategic planning
- Use an open office plan with work areas dedicated to teams whenever appropriate
- Provide space for team members to meet formally and informally
- Arrange people and offices so that informal, chance contacts are frequent
- Make sure employees have access to technology wherever and whenever needed
- Give employees control over the comfort of their office environment (such as lighting, temperature, and furniture) whenever possible
- Minimize noise and visual distractions for those employees for whom these interfere with their effectiveness

# Creating a Learning Culture



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### A note about data...

#### Transition

#### Strategies for Cultivating an Organizational Learning Culture

Sponsored by the World Bank Group Community Outreach Program

- Data interpreted and used to meet requirements and follow rules
- Data collected and analyzed at prescribed intervals
- Data function is siloed and rarely integrated into decisionmaking

#### Compliance Culture

- **Organizational Change Management Strategies**
- Planning and coordination
- Implementation
- Assessment
- Communication and feedback

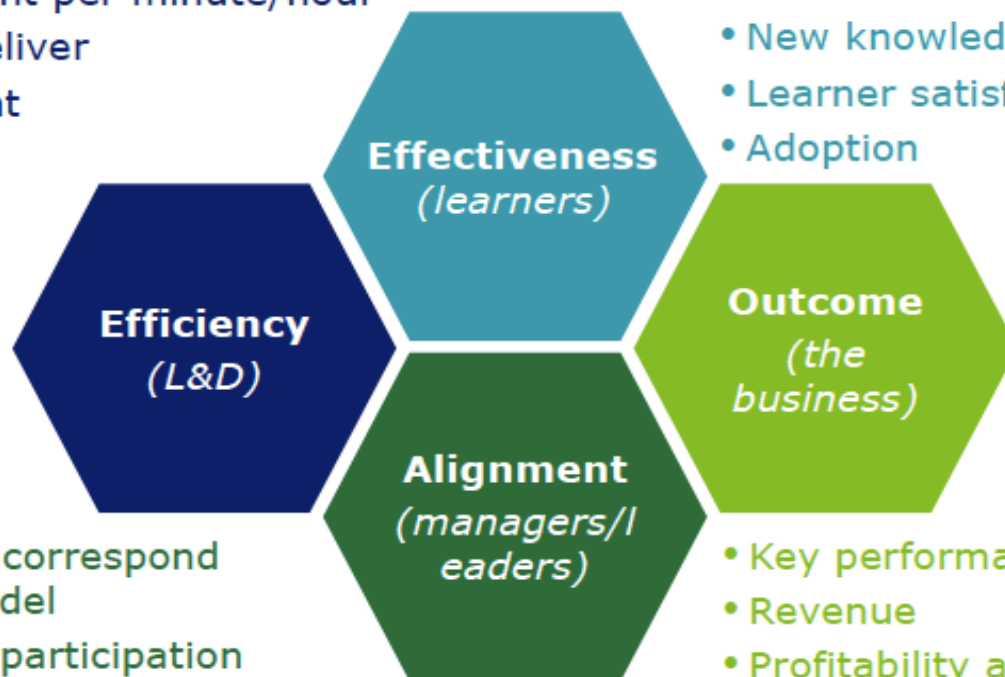
- Data used for making informed operational and programmatic decisions and changes
- Data collected and analyzed regularly
- Data used by all staff levels
- Routine questions and inquiry encouraged

#### Learning Culture

*Organizations struggle to identify and implement strategies for changing behavioral norms about the role and purpose of data and decision making.*

# Learning culture's “soft-side” must be supported by “hard” analytics

- Resource hours to develop/deliver
- Cost of development per minute/hour
- Cost to develop/deliver
- Cost per participant
- Time to develop
- Total enrollments



- Learning offerings correspond to competency model
- Managers support participation among team members
- Program objectives align with business needs
- Learning has strong executive sponsors

- New behaviors reflect what was introduced in a learning offering
- New knowledge and skills
- Learner satisfaction
- Adoption

- Key performance indicators (KPIs)
- Revenue
- Profitability and growth
- Market share
- Customer/satisfaction
- Employee engagement/retention
- Productivity

My sincerest best wishes for  
health, happiness and success!

Thank you so much!

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LinkedIn Julie Dziekan Felker



**KEEP  
CALM  
AND  
TAKE A  
BREAK**