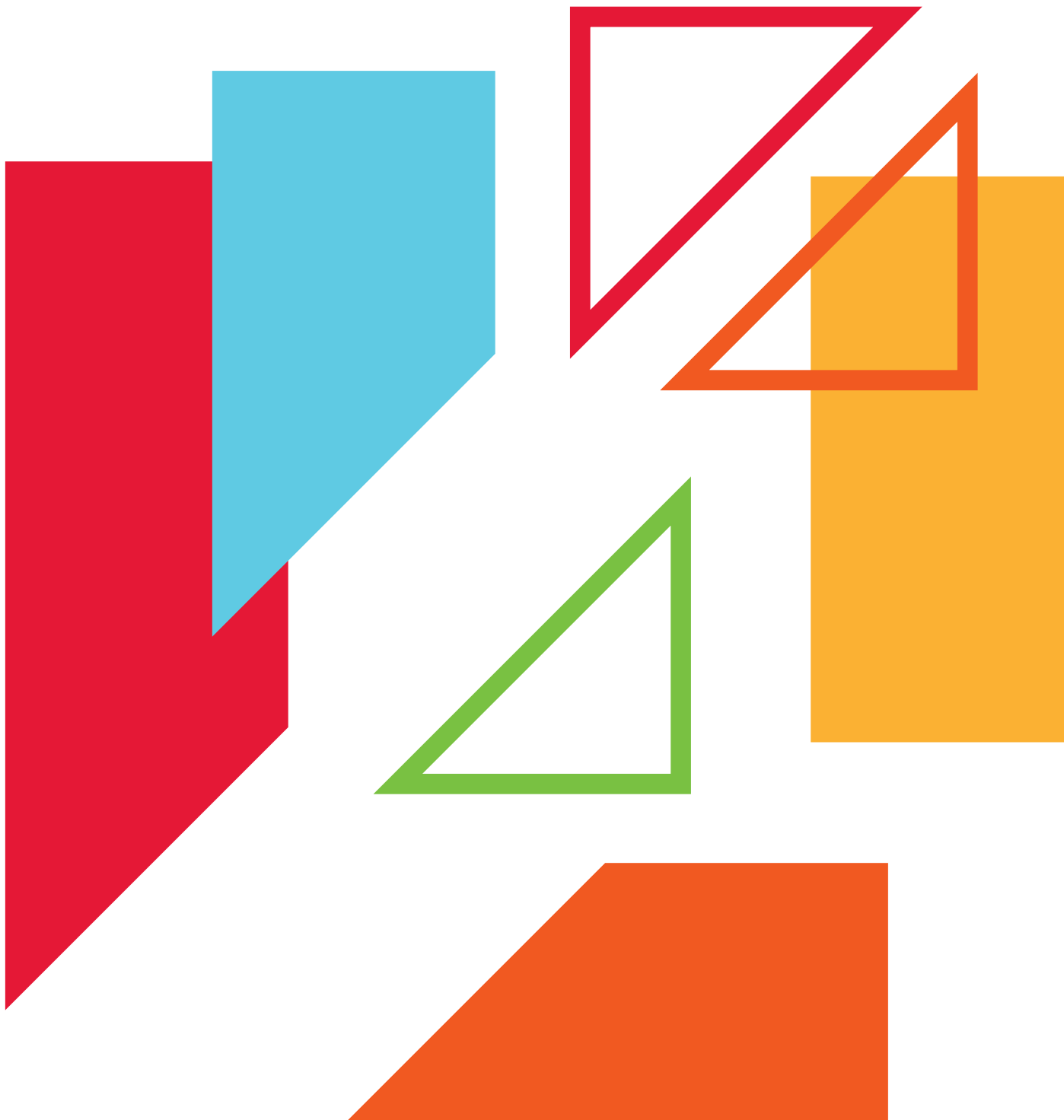


**Leadership
Institute**

Rethinking Leadership.
Enhancing Leader Impact.

Navigating uncertainty: global leadership challenges

Key findings from the inaugural Leadership Survey



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Leadership Survey 2017

Introduction

We live and work in a time of accelerated transition and transformation, driven by seismic shifts in geopolitical events, an increasingly clear division around climate change and rising awareness of the difference between facts and opinions. In parallel, people around the globe are recognising both the power they can wield when they band together and the difficulty of successfully directing that energy.

Now more than ever, leadership is needed at every level to guide us towards a positive future. We cannot predict what the future will look like with certainty, but we can document and analyse emerging patterns and advise on how leaders can respond. This is what inspired us to engage with global leaders at different levels and in various roles; gathering their views can help us identify and tackle new organisational trends in a productive, engaging and sustainable way.

Purpose and objectives of this survey

This inaugural survey aims to capture the leadership and development challenges that people in organisations face and how those issues can affect the effectiveness of organisations. It also looks to establish what executives see as the:

- top leadership challenges facing their organisation
- most important skills for successful leaders
- reasons why leaders fail to reach their potential
- most useful training and development programmes
- key talent management challenges, including the effectiveness of training and development.

Together with high-level insights into these issues, we're also suggesting practices and activities that can help individuals and organisations increase their impact both internally and externally. It is not our intent to position these findings and the key insights offered as dogmatic truths. However, we hope they will provoke interest in evidence-based thought leadership, encourage conversations and act as a stimulus for leaders to consider how they can boost leadership effectiveness in their organisations, at whatever level they lead. To encourage this, we've created some questions at the end of this report for readers to reflect on and discuss within their organisations.

This report represents the high-level results of our survey. Over the next 12 months we will share further insights emerging from some of our more detailed analyses, accompanied by commentary from London Business School (LBS) faculty and others via events, webinars, podcasts and other platforms. We intend to conduct this survey every two years. Some questions will remain consistent, while others will focus on topical themes around leadership and leading in organisations. The questions will always reflect the Leadership Institute's vision to have a profound impact on the world by supporting the generation and application of path-breaking research and thought leadership.

We look forward to hearing your reflections on the survey findings, as well as what they have inspired you to do differently in your own leadership practice.



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Executive summary – key findings

What would you say is in the DNA of an effective 21st century leader? In our experience, one of the aspects is the ability to consciously acknowledge the need to manage competing tensions and commit to doing this actively and transparently. Another aspect is related to the ability to find a balance between directing and facilitating, listening and telling, having a path and being open to changing that path.

It's also about the ability to know when to make the tough choices for the people you lead and when to give them autonomy; when to influence and when to be open to influence. It's understanding how to effect deep engagement from people as a way of driving performance – but also recognising individuals as humans, not just resources. And it's about how to build the awareness and capability to achieve the impact you want, or need.

Top leadership challenges, skills and barriers

- According to the 1,248 individuals who completed this survey, the five toughest challenges facing leaders today are employee engagement, effective strategy execution, talent management, driving work across organisational boundaries and encouraging collaboration across the organisation. These are intertwined: disengaged employees do not put strategy into place effectively, nor will they typically be keen to collaborate in general. A third of leaders we surveyed said employee engagement is the biggest challenge they face today. It is the top priority for senior leadership at financial services, manufacturing and professional services firms.
- 80% of respondents said change in their companies is mandated by senior management. 10% of respondents said change was driven at a lower level and later “blessed” by senior management. Nearly a tenth were pessimistic about any prospect of change, saying their organisation was change-resistant.
- The top five leadership skills identified as key are communicating purpose, integrity, setting direction for your organisation or team, critical thinking and practising what you preach in terms of beliefs, values and behaviours.
- The survey indicates that building individual leader and organisational capability to successfully align activities with strategy and addressing talent gaps is vital.

Barriers to successful leadership

- Leaders are thrown off course by focusing too much on day-to-day activities rather than paying attention to personal development. 45% said the biggest barrier to achieving their leadership potential was lack of strategic thinking, while 35% said it was their firm's inability to adapt to change.
- Inadequate conflict resolution plays a part: only half of respondents feel that their senior managers work constructively together on most issues. 23% of respondents report factions within the team and 12% say there is regular conflict and in-fighting.
- Most respondents' views strongly suggest that initiatives continue to fail because organisations are not sharing the results and learning from failed initiatives.

Training and development

- Executive coaching from an outsider and externally developed programmes are the most effective training platforms.
- Alarming, only around 2% of respondents say leadership interventions are always based on evidence-led research. Failure to use existing research evidence to guide manager actions repeatedly inflicts unnecessary damage on employee well-being and organisational performance.

Diversity

- 15% of respondents say there are no formal diversity initiatives at all in their organisations.
- Only a small minority of respondents report any diversity initiative related to anything other than gender (i.e. small efforts to boost diversity of race, nationality, generation).
- Leaders of diverse teams report that their top strategy for driving team effectiveness is to provide clear direction and to instil a high degree of cooperation among team members.

Leadership challenges, skills and barriers



Leadership challenges, skills and barriers

Today's top leadership challenges

The top five challenges facing executives across all sectors and roles surveyed are reported as:

1. Employee engagement.
2. Effective strategy execution.
3. Talent management.
4. Driving work across organisational boundaries.
5. Collaboration across organisational lines (business units, functions and geographies).

For the purposes of our survey, we define employee engagement as **“the extent to which staff feel passionate about their jobs, their commitment to the organisation and its leadership and the discretionary effort they put into their work, over and above the minimum required of them”**.

The responses suggest a strong domino effect: employees who aren't engaged aren't executing strategy effectively. This is a potential contributor to them 'keeping their heads down' and not being motivated to collaborate across silos. These factors are then likely to contribute to

making talent management difficult. Collectively, these five challenges point to a breakdown in management practices and disciplines. It appears that some managers create an environment where employees either see no point in engaging, don't have the option, and/or are not being encouraged to collaborate, or don't know how. One survey participant said: “Employee engagement is a big concern; they want to get involved and yet choose not to do so.” Given this, it's important to also ask if lack of collaboration is an issue related to lack of skill, as well as a lack of will.

Recent research by LBS faculty such as Julian Birkinshaw, Dan Cable, Lynda Gratton, Tammy Erickson and Gary Hamel shows that companies can restructure to drive employee engagement and value creation. But that change has to come from the top. Or does it? Discuss.

By sector

Our analysis also shows that employee engagement is the top challenge across nearly all sectors represented by classifications used for this survey. Technology/telecoms is the exception; effectively executing strategy is the biggest obstacle for people in this industry. The table below highlights the main challenges for people in the four sector classifications.

	Financial services	Manufacturing	Technology/telecoms	Professional services
1	Employee engagement	Employee engagement	Effectively executing strategy	Employee engagement
2	Talent management	Talent management	Employee engagement	Effectively executing strategy
3	Effectively executing strategy	Effectively executing strategy	Talent management	Driving greater work across operational lines
4	Driving greater work across operational lines	Driving greater work across operational lines	Driving greater work across operational lines	Talent management
5	Encouraging collaboration	Reorganising/restructuring	Improving customer satisfaction	Encouraging collaboration

By role

Employee engagement was identified as the top challenge for senior executives and professionals participating in this survey. They, along with team leaders, also gave “the ability to work crossculturally” in their top five.

Individual contributors (people who do not manage a team themselves) saw driving greater work across organisational lines. The table below provides more insight into the issues that respondents face, by role.

Role			
	Member of the executive team	Reporting directly to the executive team	VP or director
1	Employee engagement	Employee engagement	Employee engagement
2	Effectively executing strategy	Effectively executing strategy	Effectively executing strategy
3	Talent management	Driving greater work across organisational lines	Talent management
4	Driving greater work across organisational lines	Talent management	Encouraging collaboration across the organisation
5	Encouraging collaboration across the organisation	Reorganising/restructuring within your organisation	Driving greater work across organisational lines

	Front-line supervisor or team leader	Professional (consultant, lawyer, etc.)	Individual contributor
1	Employee engagement	Employee engagement	Driving greater work across organisational lines
2	Talent management	Talent management	Employee engagement
3	Driving greater work across organisational lines	Effectively executing strategy	Effectively executing strategy
4	Effectively executing strategy	Driving greater work across organisational lines	Encouraging collaboration across the organisation
5	Reorganising/restructuring within your organisation	Encouraging collaboration across the organisation	Reorganising/restructuring within your organisation

By how many people respondents manage

Talent management, employee engagement and effective strategy execution were in the top five challenges for all categories of respondent, whether they had no staff or 100+.



“Employee engagement is a persistent problem in organisations, and never more so than now as the world of work is in a constant state of flux. Too many leaders see motivation as a box to tick and forget. But motivating and engaging employees is more like eating or bathing – it is a constant concern to stay on top of the need.”

Randall S Peterson, Professor of Organisational Behaviour and Academic Director, Leadership Institute

KEY INSIGHTS

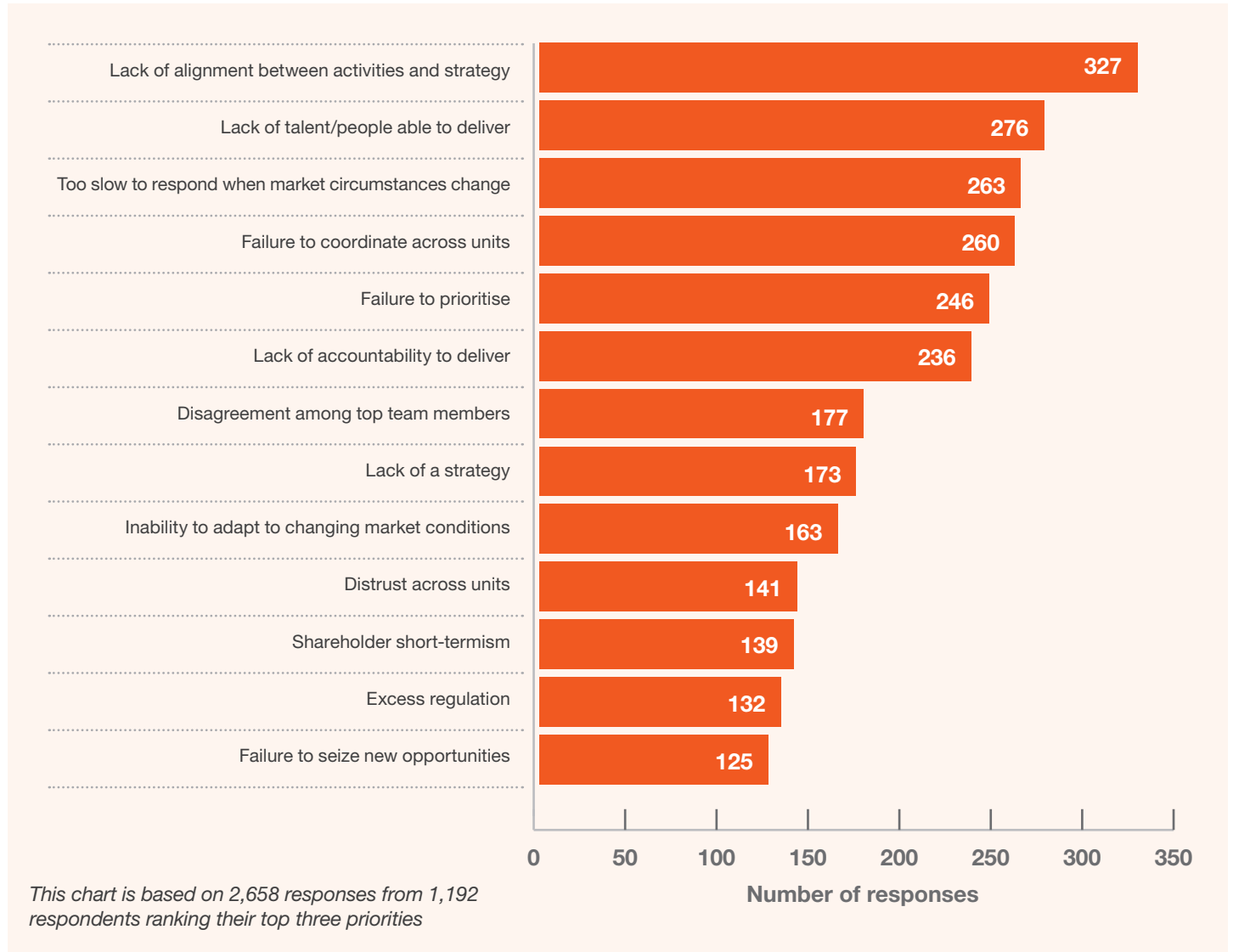
Employers won't engage staff by 'selling' them reasons to be passionate about their role or encouraging them to feel grateful about working for the company. It's critical that leaders understand the difference between communication and authentic engagement. They need to use appropriate strategies to bolster employee commitment, influence, expression and involvement – in a way that creates a win-win for organisations and employees. Leaders also need to ensure that they are sharing *why* they are taking particular actions.

Organisations with little employee engagement need to be honest with themselves about why that is. Yes, it may be financially driven (and relate to reward and recognition processes). Or it could be down to leaders who struggle with articulating to employees what a collaborative workforce looks like. Other likely reasons could include business division leaders failing to mandate collaboration between units, or leaders not committing to practising what they preach at the highest levels. Or it could be a lack of willingness to invest in helping individuals/teams to develop collaborative skills and mindsets.

What are the main barriers facing organisations?

According to our survey respondents, the top three barriers to achieving stated goals are:

- lack of alignment between day-to-day activities and strategy
- lack of talent/people to deliver
- too slow to respond when market circumstances change.



By sector

Respondents from all four sectors saw lack of alignment between activities and strategy as a key challenge. Interestingly, people working in finance and manufacturing said they find the lack of talent/people to deliver as one of

their top three challenges while responding slowly to market changes is in the top three issues for those in finance and professional services. See the table below for the full results.

	Financial services	Manufacturing	Professional services	Technology/telecoms
1	Lack of alignment between activities and strategy	Lack of talent/ people to deliver	Lack of alignment between activities and strategy	Lack of alignment between activities and strategy
2	Too slow to respond to market changes	Lack of alignment between activities and strategy	Too slow to respond to market changes	Failure to coordinate across units
3	Lack of talent/ people to deliver	Failure to prioritise	Inability to adapt to changing market conditions	Lack of accountability for delivery

By company size

The barriers are similar for global organisations, multinationals, large companies, Small- and Medium-sized Enterprises (SMEs) and startups. All have lack of alignment between activities and strategy as one of their top three barriers. Startups, SMEs and large companies consider a lack of talent/people who are able to deliver as a big issue. Failure to coordinate across units is a concern for respondents from all companies, except startups. Failure to prioritise is the top barrier for startups and SMEs.

By role

Whether they are running the company or working as a team leader or professional, every respondent has lack of alignment between activities and strategy as one of the top three barriers for their organisation. The most senior respondents and team leaders also cite a lack of talent/people to deliver as one of their top three barriers.

Those reporting directly to the top executive team, vice presidents (VPs), directors and professionals all see failure to coordinate across units as a key barrier to delivery. A lack of a strategy was cited by team leaders as a barrier, while individual contributors listed lack of accountability to deliver and failure to prioritise as their main obstacles.

KEY INSIGHTS

Research undertaken by Rebecca Homkes, Teaching Fellow of Strategy and Entrepreneurship at LBS and Don Sull, formerly at LBS and now at MIT Sloan School of Management, have highlighted that several widely held beliefs about how to implement strategy are incorrect and, in some cases, counterproductive. In a recent article, they state, “[Managers and leaders] focus on tightening alignment up and down the chain of command – by improving existing processes, such as strategic planning and performance management, or adopting new tools, such as the balanced scorecard. These are useful measures, to be sure, but relying on them as the sole means of driving execution ignores the need for coordination and agility in volatile markets.”

The results also suggest that strategy execution may still be treated as a binary, linear activity, as opposed to a dynamic one. It also requires horizontal leadership efforts. This strongly suggests that, in order to increase the effectiveness of strategy execution efforts, organisations would benefit from developing formal approaches to reviewing those efforts more frequently than the historic three to five year windows typically used by organisations.

An additional question that comes to mind for us is: are organisations resorting to using too many activities to drive strategy execution, potentially creating complexity that in the end hinders critical execution efforts? Perhaps a focus on a smaller number of initiatives carried out over a longer period of time might be more effective in ensuring strategy is executed and efforts are given the opportunity to manifest the desired business impact or outcomes.

The leadership skills and behaviours necessary for success

Contributors have revealed what they see as the most important leadership skills for the next five years. Here are the top five responses:

1. Communicating a sense of vision or strategic purpose.
2. Integrity (defined as being honest and being seen to be acting morally).
3. Setting the direction for your organisation, business unit or team.
4. Critical thinking (e.g. objectively analysing and evaluating an issue in order to make a judgement).
5. Practising what they preach in terms of beliefs, values and behaviours.

By company size

All types of companies have reported “integrity, communicating a sense of vision or purpose, setting direction and critical thinking” in their top five leadership skills for success. Facilitating the generation of ideas ranks highly for respondents from multinationals, while the ability to coach and mentor others and practising what they preach are critical to people in large companies, SMEs and global organisations respectively. Those working in startups believe effective perspective-taking is essential for successful leaders.

By sector

Respondents from all sectors included integrity and the ability to communicate a sense of vision or purpose in their top five skills for successful leadership. “Setting direction for your organisation” was identified as a top skill for individuals in financial services, manufacturing and technology/telecoms. Critical thinking was in the top five for financial services, professional services and technology/telecoms. See the table below for the full results.

	Financial services	Manufacturing	Professional services	Technology/telecoms
1	Integrity	Integrity	Communicating a sense of vision/ purpose	Communicating a sense of vision/ purpose
2	Communicating a sense of vision/ purpose	Communicating a sense of vision/ purpose	Integrity	Setting direction
3	Setting direction	Setting direction	Integrity	Integrity
4	Critical thinking	Ability to coach and mentor others	Ability to coach and mentor others	Critical thinking
5	Good judgement	Managing inclusion	Critical thinking	Ability to coach and mentor others



“Research shows that when managers fail to practise what they preach, employees are less motivated, perform worse and are more likely to leave the organisation. Leadership values, whether ethical or unethical, trickle down from senior management to lower levels of the organisation, so it’s important for leaders to not only encourage ethical behaviour but model it themselves.”

Daniel A Efron, Associate Professor of Organisational Behaviour

By role

It is encouraging to see that communicating a sense of vision or purpose, integrity and setting direction feature in all respondents' top five. Critical thinking ranks highly for executive team members, people reporting directly to the executive team, VPs/directors and individual contributors.

Meanwhile, people reporting directly to the executive team, team leaders and professionals value leaders who practise what they preach. Integrity ranks highly for team leaders and professionals while individual contributors appreciate leaders who can facilitate ideas.



“There is compelling evidence that purpose is critical for a firm’s long-term success. In particular, purpose directs the different stakeholders of an organisation – customers, employees, suppliers, communities and investors – towards a common mission. A sense of purpose encourages stakeholders to go above and beyond – such as for an employee to mentor subordinates even if they are not explicitly rewarded with a bonus.”

Alex Edmans, Professor of Finance

KEY INSIGHTS

There is an increasing trend for businesses to focus on identifying the importance of their work in the world, beyond the products or services they offer. Recent research by Ioannis Ioannou, Associate Professor of Strategy and Entrepreneurship, LBS and colleagues, examined 180 US-based companies over an 18-year period and found that purpose pays off in the long run. Over the 18-year period, high-sustainability companies dramatically outperformed low-sustainability ones in stock market and accounting measures.

High-sustainability firms directly involve the board in sustainability issues and link executive compensation to sustainability objectives. They have deeper and more cohesive stakeholder engagement practices coupled with effective, consistent processes. They take a longer-term horizon in their external communications and therefore attract more long-term investors. They pay greater attention to

non-financial measures regarding employees, suppliers and customers, and are more likely to promote transparency.

Failure to have a culture of sustainability is fast becoming a source of competitive disadvantage. We applaud businesses such as Unilever, Grant Thornton and Marks & Spencer, whose purpose and corporate social responsibility initiatives have a systemic impact on employees, society and the business environment.

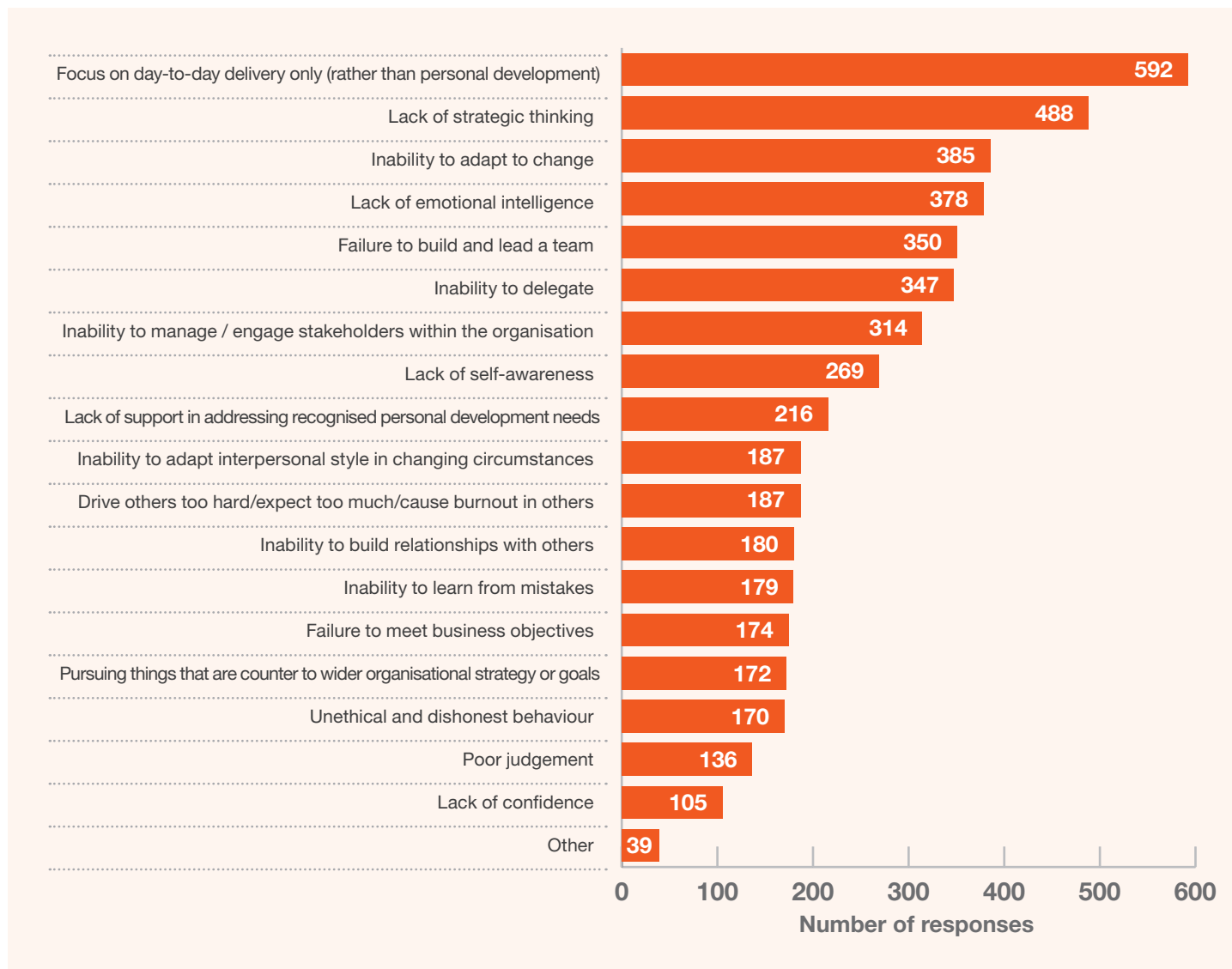
Increasingly, organisations understand that effective leaders need to use systems thinking to understand the interconnected world in which we live and be willing to enable employees to develop the skills and behaviours necessary to achieve this. It is no coincidence that our colleagues in Executive Education report a rising demand for leadership programmes addressing this need.

What stops leaders achieving their full potential?

“The ability to adjust strategies to cope with an ever-changing external environment is becoming a critical element of leadership.” – Survey participant

Of the 1,248 individuals who completed our survey, the following top five things prevent leaders from fully achieving their potential:

1. Focusing on day-to-day delivery only (rather than personal development).
2. Lack of strategic thinking.
3. Inability to adapt to change.
4. Lack of emotional intelligence (the inability to recognise, understand and manage their own emotions and see how they influence other people’s feelings).
5. Failure to build and lead a team.



“Careers are no longer simply about climbing the ladder, they’re more complicated, particularly within a matrix organisation. In complex organisational structures, social capital – your ability to get things done through other people – is now much more valuable than human capital – your knowledge and expertise.”

Richard Jolly, Adjunct Professor of Organisational Behaviour



“Most managers allocate way too much time to routine operations, solving today’s problem and executing on the immediate directives coming down the line. Ultimately the only way to avoid too narrow a focus on the ‘immediate urgent’ is to broaden one’s perspective by actively getting involved in activities that are more strategic; for example, signing up for a new project, task force, professional association or extracurricular professional activity. With a bigger picture view of the landscape, carving out time for more strategic tasks becomes self-motivating.”

Herminia Ibarra, Professor of Organisational Behaviour

KEY INSIGHTS

These results indicate that many individuals are not making the opportunity (or the opportunity is not being facilitated by organisations) to allow space and time for focusing on personal development. This is all the more interesting given the efficacy reported for certain types of development interventions later in this report.

The results also indicate that a day-to-day dynamic focused on tasks and delivery may make it difficult to step back and think about what executives are trying to achieve strategically. Again this prompts a number of questions, including: are participants finding it difficult to manage upwards and agree with their bosses what the priorities are? Is the ability to prioritise within the participant’s remit, but they lack the skill, will and discipline to do so?

In her research, Herminia Ibarra, Professor of Organisational Behaviour at LBS finds that the greatest hurdle managers face in moving into bigger leadership roles is learning to work more strategically, with longer-term time horizons and greater awareness of organisation-level problems and opportunities. The problem is that most managers and professionals get their advice, information and support from a restricted range of ‘usual suspects’. Leaders tend to have limited, mostly internal networks that limit their capacity to think broadly about the business and then to get buy-in for their ideas and, therefore, add value.

So, one of the first steps to getting past the ‘day-to-day delivery trap’ is extending one’s networks out and beyond internal organisational contacts and ties to people from the same areas of speciality expertise to create or reactivate ties to contacts in disparate fields and firms.

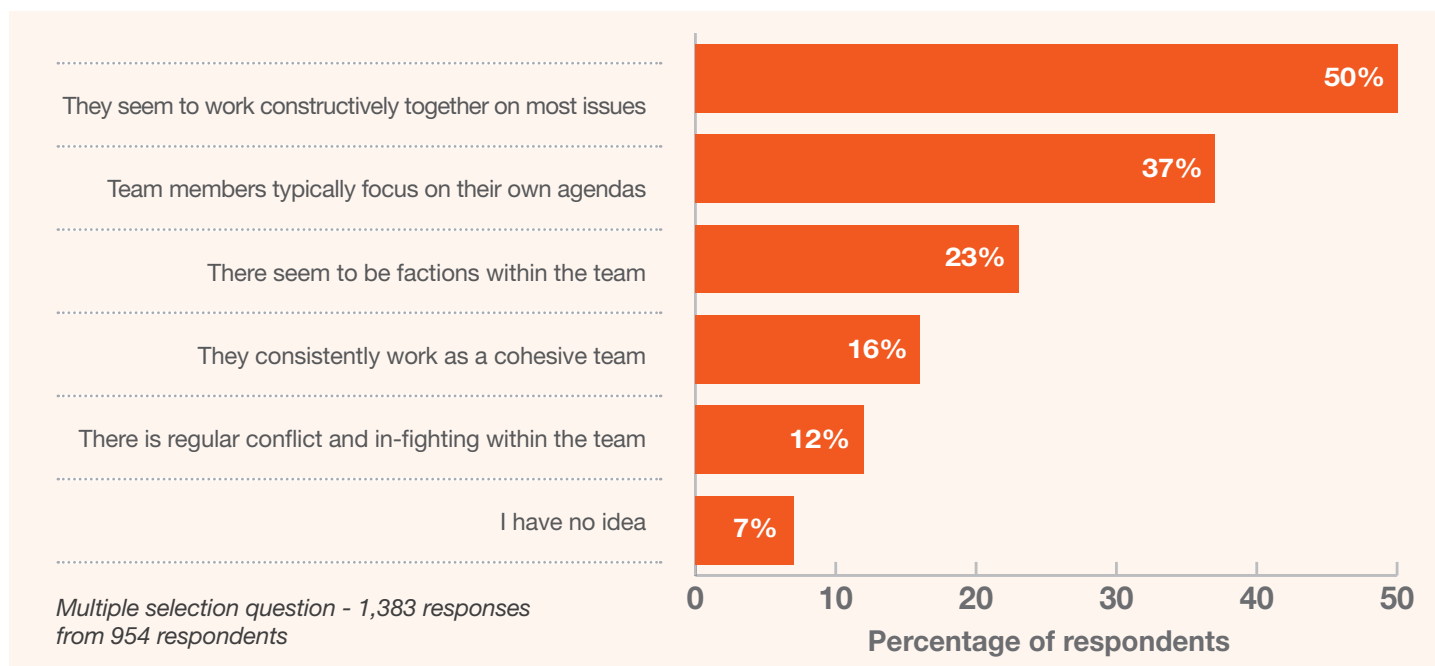
The results also suggest that individuals perhaps lack the skills and abilities to know how to craft, lead and manage change in the fast-moving, VUCA (volatile, uncertain, complex and ambiguous) 21st century business environment. In our experience, this is not helped by the fact that many organisations still advocate and use linear change models and processes for large-scale organisational change, which can actually be more disruptive than the change they are trying to execute.

Recent research by Richard Jolly, Adjunct Professor of Organisational Behaviour and Randall S Peterson, Professor of Organisational Behaviour, suggests that the reasons for executive failure are changing from leaders being incapable of managing their team to deliver, to lacking the ability to collaborate with a wide variety of others, especially those over whom they have no formal authority. The themes above are consistent with that view, highlighting the need to continuously focus on personal growth, developing emotional intelligence and building relationships with internal stakeholders.

How well do members of senior management work together?

Contributors have chosen up to three statements that best describe how they perceive members of their company's top executive team appear to work together. 50% say they seem to work constructively together on most issues, while 12% believe there is regular conflict and in-fighting.

Furthermore, 58% of all respondents reported at least one issue with how their organisation's top executive team appear to work together, from focusing on their own agendas to regular conflict and in-fighting within the team. So for us it's no surprise that respondents also feel that they are struggling with executing strategy, building engagement and creating meaningful change in their organisations. Research shows that behaviour at the top of an organisation informs how individuals further down lead and behave, as well as influencing organisational performance.



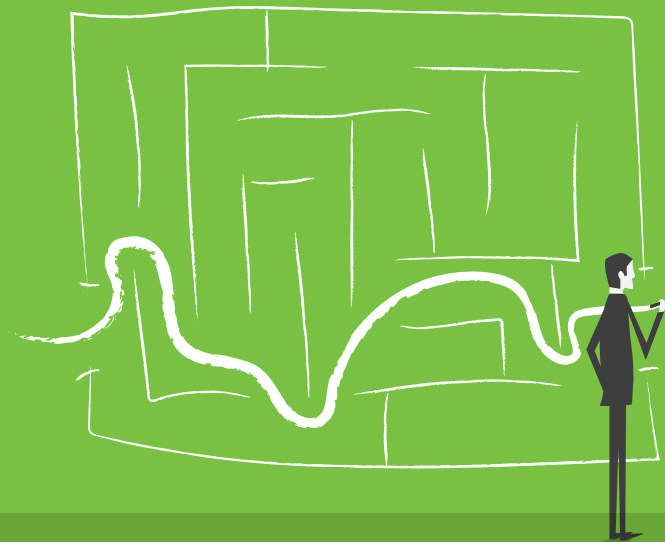
KEY INSIGHTS

For leadership education, how might the results also impact on the return on investment (ROI) of leadership development interventions?

Vyla Rollins, Executive Director of the Leadership Institute and a leadership development practitioner, states: "It is not uncommon to come across organisations that want to commission leadership development interventions for leaders further down the organisation, but whose senior leadership team are unwilling to explore if they themselves might require

the same hard and soft skills: skills such as strategy execution, collaboration, conflict management and individual effectiveness as well as building horizontal leadership competencies. In these type of situations, many organisations miss an opportunity here to not only drive up the systemic ROI on leadership development interventions, but also to undertake uncomplicated, evidence-based and psychologically safe activities that can help bolster effectiveness of the senior executive team, helping them build capability and skills whilst supporting the leadership development journey of those below them."

Resolving difficult issues



Resolving difficult issues

Respondents were presented with a series of questions testing their views on how difficult issues are resolved within their company. The most popular option (32%) is that the boss/team leader decides after consulting team members.

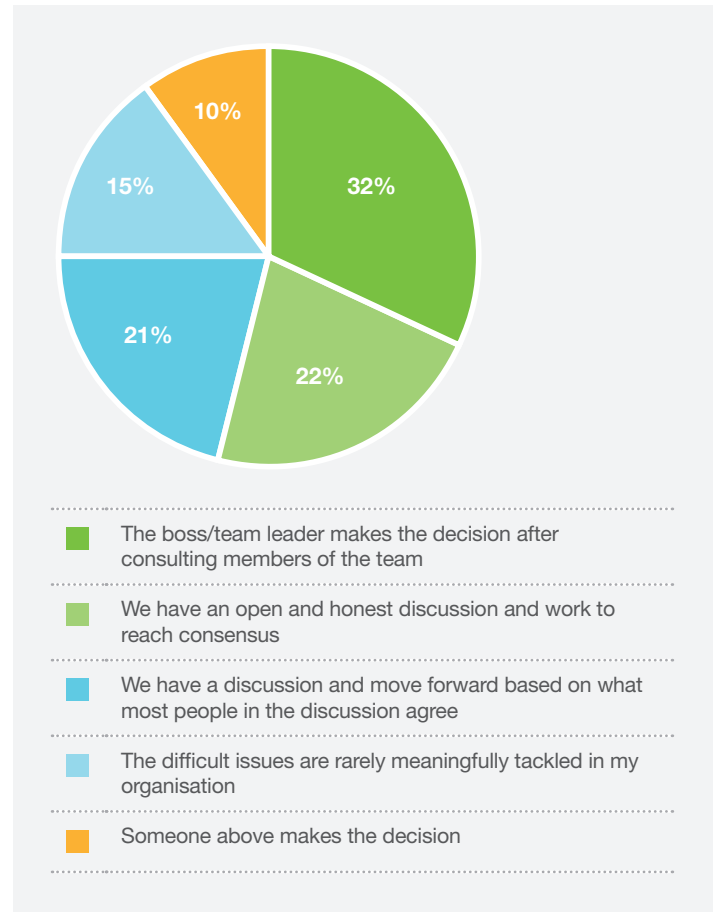
Defining difficult decisions

That said, those who took part in the survey have different views on what constitutes a difficult decision: 41% say it relates to a clear difference in opinion that's not easily resolved, while 27% believe it involves groups with different interests where one wins and the other loses.

For 17% of respondents, a difficult issue is defined as when people express their opinions in an emotional way during a discussion. 12% say that conflict gets resolved by the individuals being pushed out of the organisation.

By role

The consensus among executive team members, people reporting directly to the executive team, VPs/directors and professionals is that most issues are solved by bosses who make a final decision after consulting team members. Meanwhile, "someone from above" and "we have a discussion and move forward by a majority agreement" are the top answers for individual contributors. Executive members (12%) and individual contributors (25%) say that difficult issues are rarely tackled in a meaningful way.



“The nice thing about an ‘authentic emotion’ climate is that members can share their true feelings and work through them with their colleagues, which usually leads to stronger relationships.

The problem occurs when people don't feel comfortable about expressing their true emotions, which can lead to anger and unresolved conflicts. This is what you often find in a ‘display climate’, where people fake smiles or warmth and aren't being honest about how they truly feel.”

Michael Parke, Assistant Professor of Organisational Behaviour

KEY INSIGHTS

Effective conflict resolution is a critical part of building trust for the future in any group or organisation. By effective we mean that all parties accept the decision as legitimate and commit to implementation. Too often, however, it is instead perceived by many as 'winning' the argument. However, you can win the vote and lose the legitimacy that comes from everyone signing on, or by having legitimate authority to make the decision. What you will want to avoid in teams is a simple voting procedure that shuts some members down and de-legitimises the decision, thus undermining commitment to implementing the decision.

Furthermore, the results also suggest that managing and resolving conflict is still typically approached with rational problem-solving methods, as opposed to acknowledging that conflict, more often than not, is fuelled with personal feelings, emotions and strong

beliefs of 'right' and 'wrong'. This leads us to ponder how many individuals believe that relying on logic allows them to mask their emotional responses, hence in their minds suggesting self-control and personal effectiveness.

Once leaders and the organisations they work within acknowledge that emotion, expressed constructively, can create breakthroughs in relationships and understanding, it is our view that performance and engagement can potentially be accelerated at the individual and team level. It is important to recognise this is a skill that can be developed. Because emotions and feelings can significantly influence how people deal with and/or frame 'conflict'. New research by Michael Parke, Assistant Professor of Organisational Behaviour, suggests that the avoidance of negative emotions in the workplace carries a hidden cost that is both emotional and financial.

Dealing with failed initiatives



Dealing with failed initiatives

“It has been more effective to talk about experimentation [rather than failure] to get more openness in our organisation.” – Survey respondent

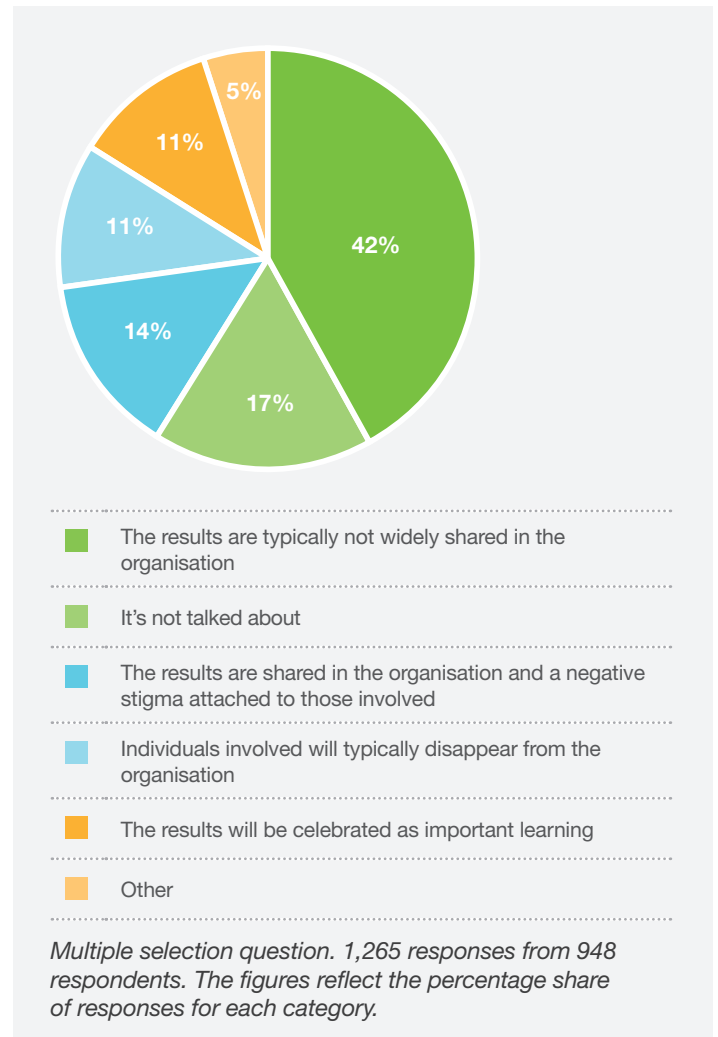
What happens when initiatives undertaken by individuals are deemed to have failed? Most respondents say the results aren't widely shared in the organisation.

Those from small companies have similar views to their counterparts in large organisations. Respondents in startups and SMEs say their company deals with failed initiatives in the following three ways:

1. The results aren't widely shared in the organisation.
2. The results are celebrated as an important learning.
3. It's not talked about.

Meanwhile, respondents from larger companies gave these three answers when asked about failed initiatives:

1. The results aren't widely shared in the organisation.
2. It's not talked about.
3. The results are shared in the organisation and those involved are stigmatised.



“Draw up a balance sheet to assess a project's return on failure. On one side, consider your ‘assets’. These might include: What have you learnt about your customers' needs and preferences? Do you need to change any of your assumptions? What insights have you gained into future trends? What have you discovered about how you work as a team? On the other side, look at your ‘liabilities’: costs, both financial and less tangible costs such as damage to reputation or morale. Bottom line: What are the key insights and takeaways for your business?”

Julian Birkinshaw, Professor of Strategy and Entrepreneurship

KEY INSIGHTS

For any company to succeed at innovation, they have to learn how to manage failure. But the notion of failure has such negative connotations that it takes a real shift in culture for companies to do this well. So one promising theme from the survey was the smaller companies in the sample treating failure as an important learning opportunity.

One key point for all leaders to remember: managing failure has two vital pieces. You need to minimise the downside costs, for example, by putting small amounts of money into new ideas, and scaling them up later. You also need to maximise the upside benefits of failure, in other words extracting as much value from what is learnt when a project doesn't work out. Companies that get a high return on failure do so by maximising the benefits and also minimising the costs.

Additionally, part of learning to manage failure involves having the discipline to review projects, activities and initiatives. Often framing this in an appreciative review process can help. This involves simply reviewing 'what went well and why' and 'what could have been done to help bolster the possibility of success?' It's also important that you think systemically (process, people,

project management, sequencing of activities, active stakeholder engagement/management, etc.) about the things that could have been done to bolster success.

Last, but by no means least, organisations can start building learning cultures and practices by simply starting to use a different narrative and vocabulary around the concept of 'failure'. Saying, 'We're going to try an experiment for a short period and then review what we learn and find' can have a surprisingly powerful effect on employees' willingness to innovate. Framing outcomes as 'learning' rather than as 'success' or 'failure' can also make a difference.

Organisations should also take the time to analyse and align around their working definition of risk with a view to actively minimising those risks. This includes acknowledging and actively discussing the different types of risk (reputational, personal, operational, financial, etc.) which can help inform the strategies you need to develop to consciously and actively manage those risks so they don't end up as blockers to individuals/teams trying something new.

The narrative needs to be accompanied by processes and approaches that create the cultural conditions for those experiments to thrive and generate learning.

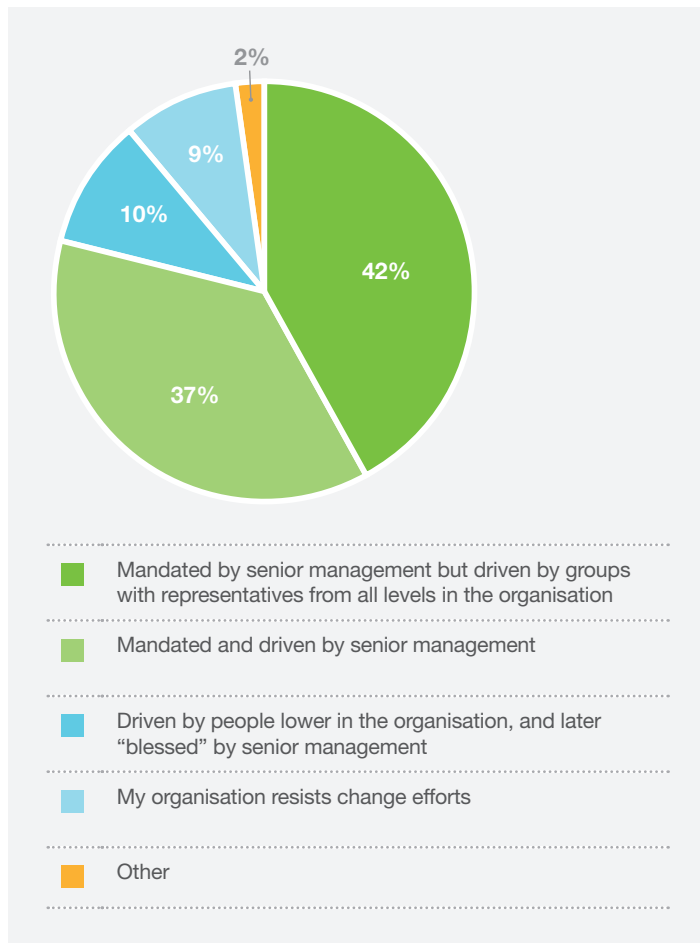
Who drives change in your organisation?



Who drives change in your organisation?

When change happens in organisations, who is typically driving it? The survey results indicate that almost 80% agree that change is mandated by senior management: 37% say that senior staff also drive change, while 42% say that change is driven by groups from all levels of the organisation.

For 10%, change is indicated to be driven by people lower in the organisation and later “blessed” by senior management, while 9% insist that their organisation resists change.



KEY INSIGHTS

The results indicate that change in most organisations is introduced and driven by senior management, suggesting that bottom-up transformation is rare. Conversely, other research indicates that organisations in a VUCA world need a more ‘co-creative’ approach to change – a theory advocated by Dan Cable, Professor of Organisational Behaviour at LBS, and supported by frameworks and approaches to change developed by other prominent academic practitioners. For co-creative change to work, senior leaders need to facilitate, orchestrate and create spaces for conversations to take place on the change, rather than just mandating and driving the change themselves.

The results manifesting from the survey also lead us to wonder how many organisations are still using outdated 20th-century change models as platforms to deliver change. If this is indeed what is taking place, we’re equally curious as to what impact this is having on the collective engagement and ownership of change initiatives, as well as the embedding of the change effort at the organisational, business unit and team levels.

The results also suggest that the emotional aspects of change continue to be addressed using ‘rational’ techniques such as ‘selling’ and ‘influencing’, as opposed to adopting processes that allow employees to create their own emotional narratives, connection and ownership with the change required.

This, coupled with the results on perceived senior team alignment (page 16) and cooperation, and reported strategy execution barriers (page 10), indicate that there are a number of factors that organisations may be failing to address, underestimate, or are not accepting as slowing down their change efforts and aspirations.



“Organisations work best when there are hundreds, or even thousands of people that are looking every day for ways to make a better tomorrow. Change just keeps coming because the world changes and competition keeps challenging us. In the end, you need to inspire people to believe in the purpose of a change, to want the change and to see the change through.”

Dan Cable, Professor of Organisational Behaviour

Training and development



Training and development

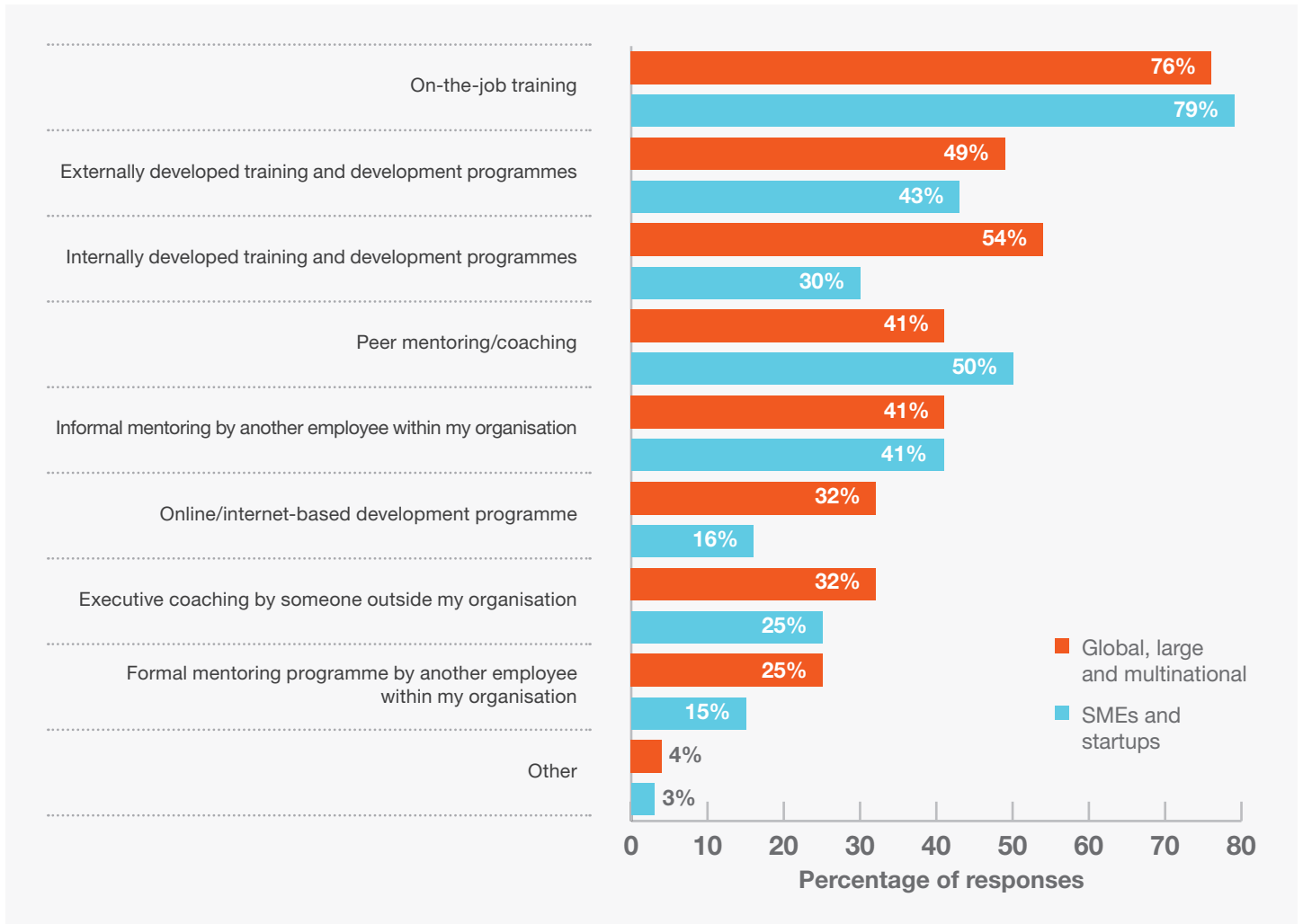
How do organisations develop leaders?

This section of the survey asked respondents to talk about how their organisation provides training and development programmes.

The top answers are:

1. On-the-job training.
2. Externally developed programmes.
3. Internally developed training and development programmes

Below is a breakdown of the most common training and development methods used by organisations:



“Leadership is like being on a sports field 24-7. It is always better to practise in a ‘safe environment’, pushing your boundaries and trying new things... interacting with peers in the classroom, role playing, working on a simulation, reading a biography, listening and acting in a live case study. To go to the next level, it is key to receive honest, open and constructive feedback. How you feel and rate yourself might be different from how people perceive you. Everything counts: what you say, don’t say, how you say it, your body language, and tone. Practice and feedback are essential to develop your leadership skills.”

Carlos Hornstein, Associate Dean of Executive Education

How effective are existing leadership training and development interventions?

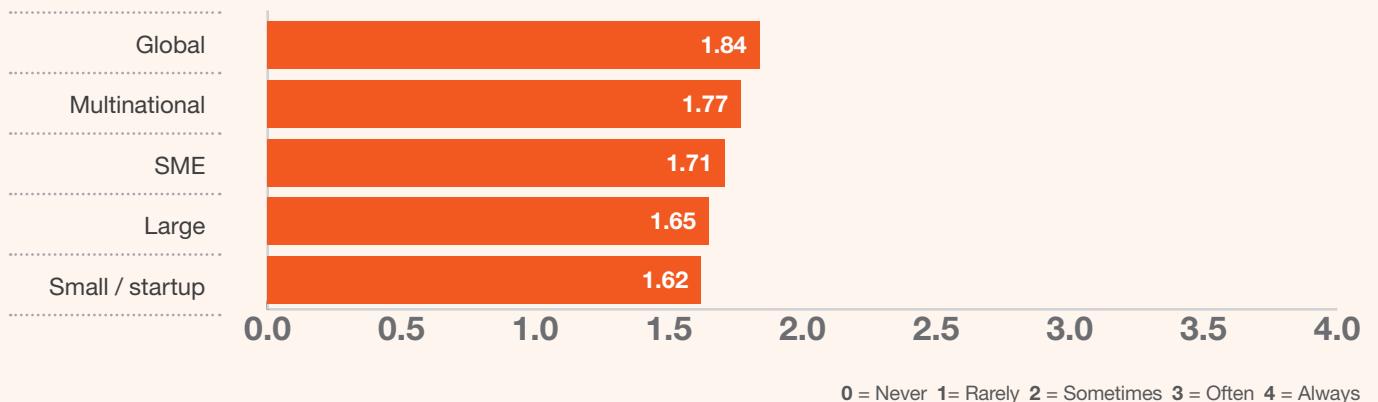
Respondents were asked to rate the effectiveness of their company's training learning and development interventions from 'not effective' to 'extremely effective'. Executive coaching is considered the most effective, while online programmes are seen to be the least effective.

In order of effectiveness:	
1	Executive coaching by someone from outside my organisation
2	Externally developed training and development programmes
3	On-the-job training
4	Peer mentoring/coaching
5	Informal mentoring by another employee within my organisation
6	Internally developed training and development programmes
7	Formal mentoring programme with another employee within my organisation
8	Online development programme

Are the leadership interventions used informed by research findings?

Only 2% of respondents said interventions executed in their organisations are always 'evidence-based'. We define this as the conscientious, explicit and judicious use of theory-derived, research-based information to inform and create interventions. These interventions may be leadership-oriented or wider (strategy, engagement, etc). Others believe this happens often (20%), sometimes (39%), rarely (28%) or never (11%). The graph below illustrates how the answers to this question are broken down by organisational size.

How often do companies use interventions informed by research findings?



KEY INSIGHTS

We find it a powerful endorsement that respondents have indicated that they find the most effective training/development/learning intervention is executive coaching. We agree: that's why our Executive Education and Degree Programme colleagues use coaching on many of our leadership programmes. It's also one of the virtual components of the development learning journeys created for both degree and Executive Education students.

It is also encouraging to see that external training and development programmes are rated as second most effective. One of our hypothesis about this result (supported by feedback from individuals who commission L&D interventions), is that organisations recognise ROI can be increased when partnering with specialists in the design and delivery of developmental interventions to executives. For our colleagues in Executive Education this involves creating learning journeys where leaders have opportunities, not only to 'learn about' leading, but also to 'learn how' to apply the concepts they've learned in psychologically safe, challenging, engaging and supportive environments.

However, we find it interesting to note that the efficacy of internally developed interventions is reported as lower. Of course there are a multitude of reasons that could be driving this, including a failure to develop a simple but robust impact measurement dashboard before the intervention commences. However, we were drawn to reflection on another finding when looking at this.

In our experience, too many leaders resort to using current fads, hunches, or 20th-century approaches to inform their leadership actions and strategies. Indeed 39% of respondents report that they either rarely or

never use evidence-based interventions to inform what is taught about leadership and only 2% use it exclusively. Is this because it's not seen as important to have these types of interventions informed by evidence-supported insights? Or that the research is seen as difficult for leaders and practitioners to draw insights from? How would you respond to your medical professional treating you based on what is currently popular or traditional, regardless of what research on the topic suggests - leeches and blood-letting, anyone?

Whatever the reason, it is our belief and experience that evidence-based research can contribute to reducing complexity in a world where 'fake news' and alternative facts appear to have become commonplace. Factual insights cut through the fog of management fads, giving leaders a reliable source of knowledge.

The flipside of this is that it is also our experience that many leaders are unaware that a body of validated research and research-informed thought leadership exists. Nor are they aware that it can be used to inform and raise the efficacy of a wide range of organisational interventions, especially in the areas of leadership and organisational effectiveness.

Evidence-based research can also help enhance the efficacy of employee well-being and performance initiatives. We recognise that it's not often easy to quickly identify and extract tips from empirical research. One of the Leadership Institute's aims is to demonstrate how evidence-based insights can be translated into practical strategies and tips for leaders, as we do on both Degree Education and Executive Education programmes at LBS.

Diversity: return on inclusion



Diversity:

return on inclusion

- 15% of respondents say there are no formal diversity initiatives at all in their organisations.
- Only a minority of respondents reported any diversity initiatives taking place related to race or national origin.
- Leaders of diverse teams believe they are most effective when providing clear direction and instilling a high degree of cooperation among team members.

Which types of diversity do companies embrace?

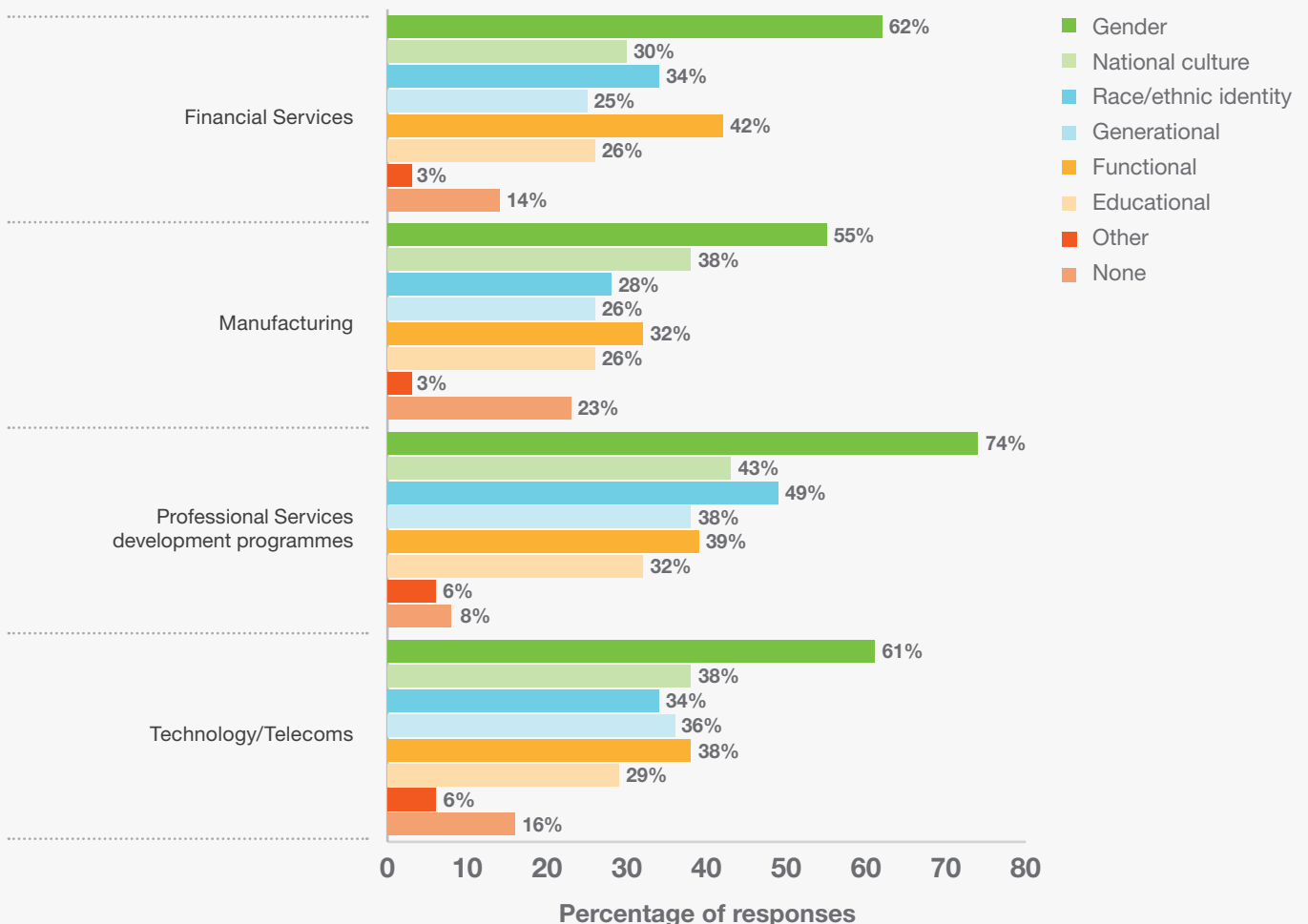
This section explores the types of diversity that organisations focus on, through any schemes or initiatives. Alarming, 15% say their company has no formal initiatives for boosting diversity at all. That said, all sectors reported that at least half of respondents feel their organisations are making efforts to diversify by

gender. This is reassuring, and an indication that real effort appears to be going into understanding how to recruit and retain women in the workplace broadly. More disappointingly, no other diversity category comes close to 50%.

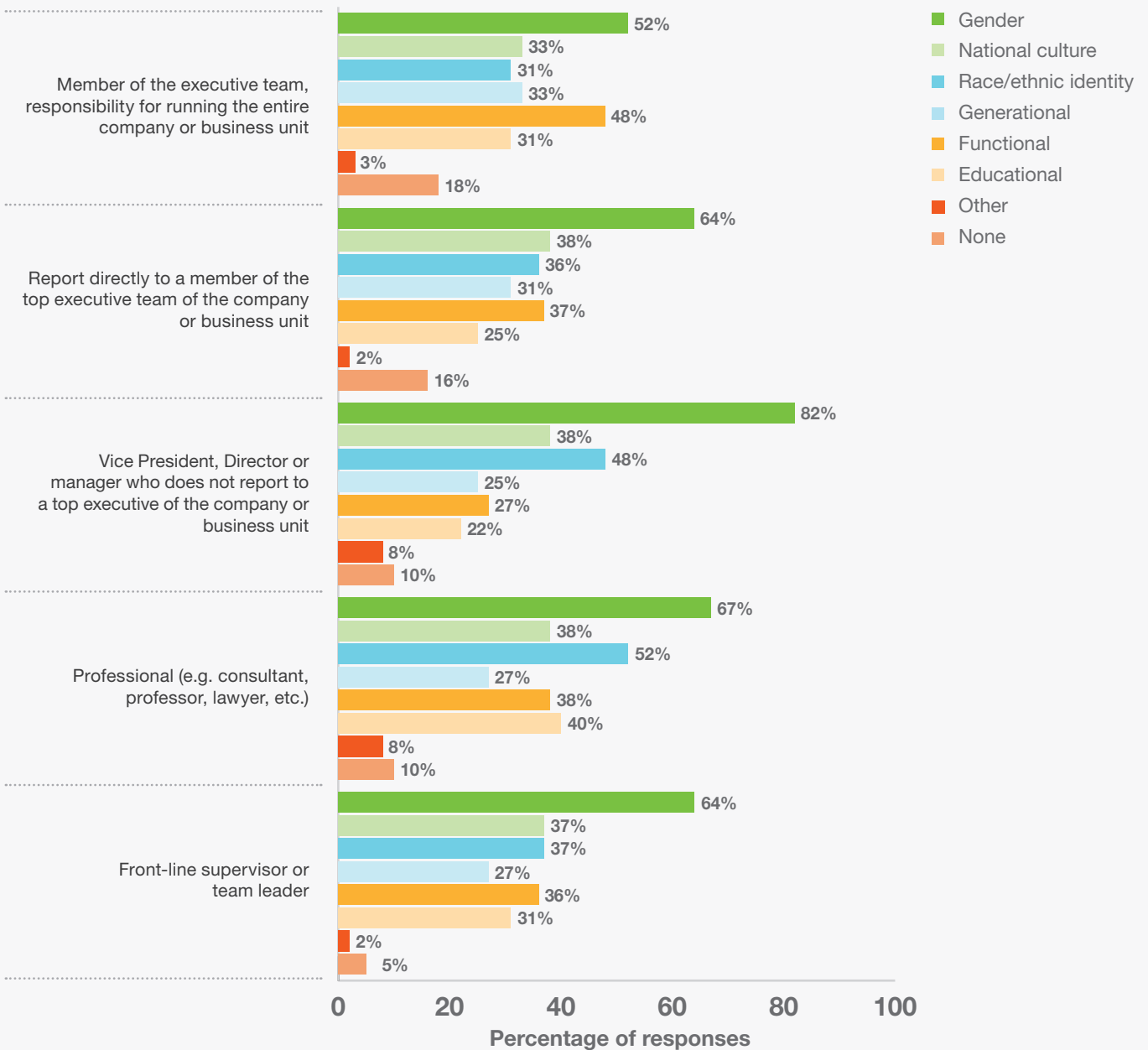
By sector and role

The results show that gender diversity is the most common, according to respondents from across all sectors and roles. Beyond gender, however, there are significant differences by sector and level. For example, financial services and executive levels are making most efforts, driving greater functional diversity in organisational activities while race/ethnicity is receiving more effort among the professional services and with professionals. And alarmingly, 23% of manufacturing and 18% of executive teams have no diversity initiatives in place at all.

Diversity initiatives by sector



Diversity initiatives by role



“Diversity in organisations is not a question but a reality, and one that is ever-increasing. It’s past time for organisations to attend to the inclusion concerns of their employees if they are not already doing so. This is one domain in which organisations are poised to reshape the world, if they want to. When businesses break down the barriers in the workplace that keep under-represented groups from showcasing their full potential, they get the best out of their people and publicly invalidate out-of-date stereotypes and bias. How businesses manage diversity is a deciding factor between those who lead and those who follow.”

Aneeta Rattan, Assistant Professor of Organisational Behaviour

According to the survey contributors, in order to drive the performance of diverse teams, leaders should:



KEY INSIGHTS

It cannot be disputed that all the areas above are important to drive performance in diverse teams. However, research suggests that it may be important to spend equal, if not more attention, on team members understanding one another (for example work styles, values, preferences, etc). Additionally, research by Randall S Peterson shows that coordination is underappreciated in groups. The most common problems for teams rarely arise from a lack of willingness to work together, but are far more often a result of misunderstandings that escalate into problems working together. Importantly, actions such as drawing attention to the diversity within the group signals to members that misunderstandings are likely, and minimises the damage when they occur.

Our respondents' answers to the question above suggest that too many leaders believe that clear direction and forced cooperation are the answers

when working to increase coordination. Pointing out diversity and its challenges is more likely to have a positive impact on team performance.

The leaders in this survey reported that employee engagement was at the top of their list of priorities, but few reported that company initiatives on diversity related to race or national origin were.

Research by Aneeta Rattan, Assistant Professor of Organisational Behaviour at LBS, suggests that lack of diversity may be one source of low engagement among employees from under-represented groups (racial minorities, sexual orientation minorities and women). The traditional landscape of an organisation can present a myriad of barriers to minorities and women, such as under-representation at senior levels and stereotypes about ability. Unless organisations address these barriers, they may continue to struggle to achieve high employee engagement.

Strategy – thinking, execution, alignment and engagement

The results of our survey show that leaders need to think strategically, in the short, medium and long term. For us, this also includes understanding the importance of outcomes versus outputs, and building skills in shaping strategy in a way that realises organisations' desired outcomes. The challenges facing today's leaders – the main barriers within organisations that hold them back – all lead back to strategy: strategic alignment, formulation and execution and leading change in complex environments.

Strategy is the horse and all that follows after it is the cart. Perhaps today's leaders focus too much on other issues such as innovation, sustainability, engagement and cybersecurity? These are important topics, but there needs to be a clear strategic direction for such issues/activities to be contained and live within, one that takes into account external and internal forces.

Top leaders should also invest time in developing a clear strategy that's aligned with the organisation's vision and purpose. They then need to work with others in the business to articulate that purpose to ensure that everyone understands where the company is heading, before executing it. In research cited by Costas Markides, Professor of Strategy and Entrepreneurship at LBS, 95% of CEOs think their people are committed to their strategy but 80% of senior executives don't know what the strategy is. It's also important for organisations to grow the capability to deal with strategy as a dynamic concept, not a linear one.

Employee engagement

While engaging staff can be an extremely challenging prospect, **recent research by Dan Cable**, Professor of Organisational Behaviour at LBS, shows there are some fairly simple and straightforward ways to boost engagement. These include:

- tailoring employees' jobs so that they find their work truly engaging
- helping leaders or managers develop ways to explain to employees 'what good looks like' rather than telling them what to do, which can lead to micromanaging
- adopting processes and practices that allow employees to solve problems for themselves, and giving them the space and support to do that
- helping leaders to understand that being seen to have all the answers isn't necessarily the trait of effective leaders in the 21st century.

Developing leadership capabilities

It's clear that many organisations are still struggling to grasp what makes effective leaders (in their organisational context) and, more importantly, how effective leaders can be developed. A fundamental insight we invite you to embrace is that intellectual strategies (telling people how to behave or selling behaviours to them) do not change mindsets, behaviours and personal practices. Leaders need to learn and develop through doing. It's also important to ensure that individuals' different learning styles are catered for in training and development approaches within organisations. Organisations should ensure that their learning and development designs (and those of their suppliers) utilise principles shown to accelerate and enable effective adult learning.

Effective actions when leading diverse teams

The survey results suggest that respondents feel that being clear about direction and encouraging team members to cooperate should lead to good outcomes. However, **Randall S Peterson's research** suggests that diverse teams will most likely be derailed by poor coordination, resulting in misunderstandings, inadequate attention to the group's diversity and lack of psychological safety (i.e. the lowest rated items from this question). That said, an important insight here is that leaders and employees need to be well versed in the full complement of principles that create high-performing teams and recognise that managing the dynamics of diverse teams is a proactive pursuit.

Leading change in 21st century organisations

For any company to succeed at innovation, they have to develop ways to make it acceptable to talk about things that don't progress as planned, and perhaps even start to change the vocabulary used to talk about 'failure' in their business. The notion of failure has such negative connotations that it takes a real shift in beliefs, mindsets and behaviours for companies to start to innovate more effectively. So one promising theme from the survey was that the results indicate that smaller companies in the sample are treating failure as an important learning opportunity.

One key point for all leaders to remember: **managing failure has two vital pieces**. You need to minimise the downside costs, for example, by putting small amounts of money into new testing ideas, and scaling them up later. You also need to maximise the upside benefits of failure, in other words extracting as much value from what is learnt when a project doesn't work out. **Companies that get a high return on failure** do so by maximising the benefits and also minimising the costs.

Critical thinking

Research shows that individuals who engage in quality thinking make better, more objective decisions with limited supervision, enabling them to independently make judgements and encouraging greater delegation in organisations. We found it extremely troubling that our survey respondents tended to undervalue critical thinking, which has three main elements:

- **Recognising assumptions.** e.g. Actually understanding what is being stated and considering whether the information presented is true and evidence-based. Correctly identifying when assumptions have been made is an essential part of this. Being able to critically consider the validity of these assumptions – ideally from a number of different perspectives – can help identify missing information or logical inconsistencies.
- **Evaluating arguments.** This skill is about the systematic analysis of the evidence and arguments provided. Being able to remain objective, while logically working through arguments and information. Critical evaluation requires an individual to suspend their judgement and ignore their emotional response. It is all too easy to unconsciously seek information which confirms a preferred perspective.
- **Drawing conclusions.** This is the ability to pull together a range of information and arrive at a logical conclusion by the evidence. An individual with strong critical thinking skills will be able to adjust their conclusion should further evidence emerge which leads to a different conclusion.

The good news is that critical and systemic thinking is a skill that can be assessed and developed.

The role of research in organisational effectiveness interventions

LBS was founded as a centre for excellence in 1964, and is one of the first business schools in the UK. Research ranking puts us among the world leaders in research performance and we know that drives value for the School. However, it is also our aspiration that our faculty create real-world impact through their thought leadership based on research that speaks to practitioners through outreach and teaching. We hope you will see this survey as LBS's demonstration of our desire to continue to stimulate thinking and inform practice. Some entities and practitioners may question the value of rigorous academic research and expertise in the current climate. But, as findings from our colleagues across the school illustrate in this report, academic research can reveal different perspectives on data, and highlight new aspects of the efficacy of different approaches to organisational and personal effectiveness. We stand by our belief that research separates empirical truth from conventional wisdom – gaining clarity on what actually works versus what has been done in the past, or what seems a 'good idea'. We hope that our research continues to enhance understanding of current thinking and inform best practice in organisations of all types, and leaders in all forms.

We look forward to your feedback on our findings here and invite you to take part in the next Leadership Survey, which will be conducted in 2019. We have already identified three potential topics that are timely for that survey that we hope will feed research interests, as well as identify evidence-based advice for leaders. We welcome your feedback on whether these are questions you would like us to engage on.

1. What is best practice relating to CEO/Board interactions?
2. How can organisations move from achieving a diverse workforce to creating a sense of belonging for everyone in their organisation?
3. What can each of us do to move the conversation from both sides presenting their arguments, but not really listening, to helping more people gain perspective and see new resolutions to old and emerging global problems?

Please share your thoughts with us by emailing info-LBSLI@london.edu

About the Leadership Institute

The Leadership Institute at LBS was launched in 2014 to connect leaders, and the challenges they face, to the world in a unique way.

Its mission is clear: to have a profound impact on the world through supporting the generation and application of path-breaking research on leadership.

At the Institute's core is research across a spectrum of topics and disciplines, including successful leaders who embody our evidence-based teaching on leadership.

The Institute aspires to raise the standard of best practice in global leadership by:

- driving leadership research into practice by actively translating findings into teaching and outreach activities that cause leaders to rethink and improve their practice of leadership
- creating a generation of leaders who have a global view, a strong sense of community and who lead from their heart, as well as their head
- being a globally recognised destination for leaders to access research, teaching, and practice on leading and leadership.

www.london.edu/leadershipinstitute

Survey respondents

The 2017 survey was completed by individuals from the School's global database who work for public and private companies, including LBS alumni. A total of 1,248 individuals responded to the survey, of whom more than a third are members of their company's executive team, responsible for running the company or a business unit. A further 31% report directly to the top executive team.

VPs, directors or managers account for 15% of respondents, front-line supervisors 7%, professionals (consultants or lawyers) 6% and individual contributors (non-managers) 3%. The largest sectors represented are financial services (22%), technology and telecoms (11%), manufacturing (8%) and professional services (8%).

Global organisations, multinationals and large companies account for 27%, 21% and 22% of respondents respectively. 21% of contributors are from SMEs and 9% of contributors are from startups. Other respondents are from companies employing more than 10,000 permanent staff. Businesses with 5,000–10,000 people (8%), 1,000–5,000 (17%), 500–1,000 (8%), 100–500 and fewer than 100 (22%) are also represented.

Nearly two-thirds of respondents have more than 15 years' experience, while almost a quarter have worked for 10–15 years. More than 30% of respondents come from listed companies, with 18% from privately owned companies, 13% from family-owned firms, 10% from partnerships and 10% from public sector organisations.

Almost a quarter of respondents have a background in finance or corporate finance, with 19% from corporate strategy or consulting, 10% from technical or engineering and 8% from HR. Marketing or communications accounts for 8% of respondents, as do operations and sales.

The male to female ratio is split 73% (men) to 27% (women). Nearly two-thirds are White/European/Caucasian, with 5% Black/African/Afro-Caribbean, 12% Indian/Pakistani and 5% Chinese/Japanese/Korean/East Asian.

Responses to the survey come from 98 countries, with more than 70% from outside the UK.

Further reflection:

questions

These questions are intended to encourage conversations and to act as a stimulus for leaders to consider how to boost leadership effectiveness in their own organisations, at whatever level they lead.

Top leadership challenges facing their organisation

Strategy execution

- What opportunities are there to 'educate up' so that our strategy execution process becomes more effective?
- How can I demonstrate leadership by collaborating across functions in joining up our strategy execution efforts?
- What processes or activities can I use so that strategy execution becomes a collaborative activity as opposed to a top-down, dictated one?
- In my organisation, if I'm being truthful with myself, what is the role of the centre of the organisation, or the top management team, in regard to strategy formulation and execution? Am I accepting this reality, or trying to work against it?
- Given the outcomes we're looking to achieve from our strategic efforts, what is in my control to start, stop or continue in my area of responsibility to aid my organisation's strategy execution efforts?
- Do I understand the difference between strategy execution and change management?
- What simple rules could I put in place to decrease bottlenecks in the strategy execution process? For example, simple guidelines that can help employees see if their actions, ideas and decisions are likely to help or hinder strategy execution and help them to keep the big picture in mind.
- To be most effective in tackling the above, when and how do I need to start exploring these questions in the context of the milestones relating to my organisation's business planning cycle?

Employee engagement and change leadership

- Am I up to speed on emerging models used to create and lead change in 21st-century organisations/VUCA environments?
- How might my leadership and work-style preferences influence the type of change approaches I feel comfortable with using/advocating in my area of responsibility?

- How effective am I at identifying the difference between adaptive and technical change?
- How conversant am I in selecting an approach to change that is likely to drive the systemic change required to ensure it is accepted, engaged with and advocated?
- How effective and functional are my working relationships with my peers across the organisation? How might my relationships with them be helping or hindering change and employee engagement?
- Are the conversations I'm having with peers/stakeholders about change proactive/generative or reactive?
- What am I doing to creating a psychologically safe environment to encourage people to experiment and innovate?
- Do I equate a collaborative approach to change with an approach that involves losing control of how change is managed?

Collaboration

- What can I do to model more collaboration with my peers across my organisation?
- How can I work with my peers to communicate and identify what effective collaboration looks like? And do we communicate that through the organisation, including to people who report directly to us?
- What key questions can I ask the people who report directly to me that will help me understand what they find engaging and motivating, in the context of what we're charged with doing in my part of the organisation? How can I do this with individuals, groups and through initiatives?
- What are some initiatives in my area I can charge groups with sorting out that might help drive engagement up?

Creating a learning environment

- What two actions could I take to help encourage my organisation to talk more constructively about failed initiatives or projects in order to learn and encourage innovation?
- Is there an issue in my area of responsibility that I could potentially use to try an experiment and that could ultimately bolster performance and/or employee engagement?

Most important skills for successful leaders

- What are the top one or two things I should be doing to model effective conflict management to the people and teams who report directly to me?
- Do my actions match my articulated values?
- Do I have the skill and ability to articulate to employees what good looks like, in terms of what we're trying to achieve – as opposed to just telling them what to do to achieve goals?
- What do I need to do more of (or less of) to allow emerging leaders to flourish and grow in my organisation? How would I answer this question in regard to my team?
- Do I possess the appropriate skills to allow me to effectively offer performance coaching?
- How would I rate my critical-thinking skills on the high-level constructs provided on a scale of 1 to 5 (5 being excellent)?
- How strong are my systemic thinking skills, e.g. thinking through the wider impact of the decisions I make and the change I drive on the organisational system and stakeholders?

Reasons why leaders fail to reach their potential, and training and development interventions

- Do I need to redress the balance between focus on day-to-day activity and personal development? What can I do to make personal development a part of my day-to-day activity?
- Am I proactive in identifying and advocating personal development activities or do I just wait for them to be presented or awarded to me?
- What is on the organisational radar (in terms of aspirations, activities, initiatives) that I can use as a vehicle for my personal development aspirations, so I can develop while I deliver?
- Do I know the difference between a training and a development programme/course?
- What would the benefits be to me and for how I execute my role if I made time for personal development?
- What would be the benefit to me, and those I work with, if I made a commitment to executing one or two personal development aspirations this year?
- How can I illustrate to my boss that investing in certain personal development activities will help them, as well as me, achieve our personal business objectives?
- How can I build a personal development plan that uses a range of interventions that have minimal if not zero cost attached?

- Do I use lack of funds or budget as an excuse for not proactively pursuing personal development activities?
- How often do the development interventions I engage in help me build and apply my skills?

General

Given the results of this survey:

- Which results have left me the most unsettled, and what conversations might I have tomorrow (and with whom) that move me towards resolving that feeling?
- Given the reach of my organisation (e.g. global, international, regional, local) what might I need to think differently about in terms of leadership development in the organisation / my unit?
- What can I do tomorrow that might start to shift how my organisation is approaching the issues highlighted in this report?

Acknowledgements

This survey could not have been produced without the input, guidance, collaboration, reflections and support of the following individuals and groups. We are grateful for their willingness to partner with us on this inaugural effort:

- Julian Birkinshaw
- Dan Cable
- Dragos Diac
- Alex Edmans
- Daniel A Efron
- Rebecca Homkes
- Carlos Hornstein
- Herminia Ibarra
- Ioannis Ioannou
- Richard Jolly
- Hemant Kakkar
- Sir Andrew Likierman
- Meira Likierman
- Costas Markides
- Collette Murray
- Michael Parke
- Aneeta Rattan
- Fiona Sandford
- Natalie Thealier
- LBS Academic Fundraising Priorities Committee
- Our colleagues in Advancement
- The LBS alumni network
- Our colleagues in Degree Education and Career Centre
- **Our generous donors:**
 - Gerry Brown LEP18(1974)
 - Roshy Dwyer SLN(2001)
 - Vina Mak MSc19(1985)
 - Mike Salamon MSc14(1981)
- Our colleagues in Executive Education
- LBS Leadership Institute faculty research recipients
- Our colleagues in Marketing and Communications
- LBS Research Centre Review Committee

Executive Education at LBS

We work with global organisations to develop their brightest talent, from early career to boardroom level, and boost the skillsets and careers of our participants. As a business with far-reaching demands or as an individual with a specific need, you can take advantage of our world-class programmes and learn from recognised global thought leaders.

Whether your organisation wants to grow, improve performance, manage organisational change or deal with a shifting competitive landscape, we create learning solutions in partnership with you to benefit both individuals and organisations.

We offer a range of programmes to help leaders address the challenges raised in this survey, including:

[Advanced Development Programme](#)

[Developing Strategy for Value Creation](#)

[Essentials of Leadership](#)

[Executing Strategy for Results](#)

[High Performance People Skills for Leaders](#)

[HR Strategy in Transforming Organisations](#)

[Leading Businesses into the Future](#)

[Leading Change](#)

[Leading Teams for Emerging Leaders](#)

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[Market Driving Strategies](#)

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