Introduction to the
Foundational Leadership Program

Foundational Leadership Program
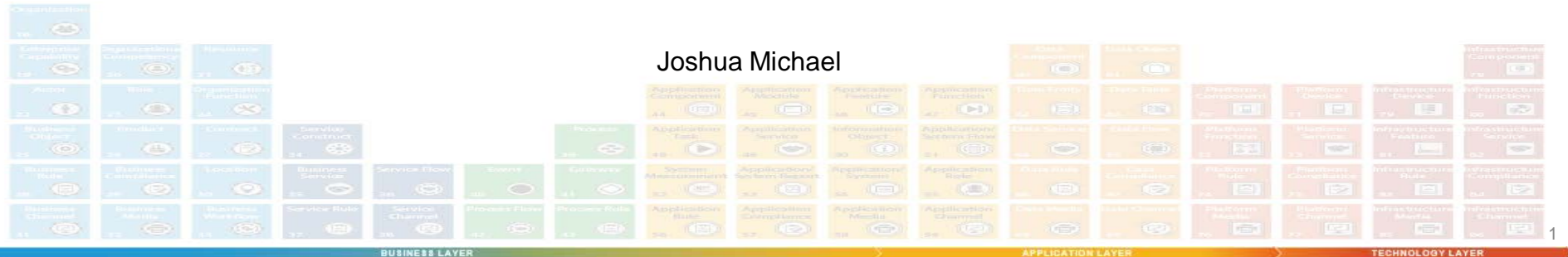
K-LEAD

Joshua Michael

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- Introduction

- Chateau Le Grand Perray

- Objectives of the program

- Overview of the week

- Learning Journey and Agreement

- Peer sharing

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- Peer sharing and coaching

International Team of Professors, Speakers and Coaches

Prof. Mark von Rosing
Program Executive & Coach
Global University Alliance
Denmark

Maria Hove
Program Speaker
International Horse Trainer
Château Du Grand Perray
France

Michael Munck
Speaker & Coach
LEADing Practice Boardmember
Fintech CEO, Former Saxo Bank COO & CIO
Denmark
Awards:
CIO of the year (Financial Times)
Frontrunner award, GUA

Ken Teske
Speaker & Coach
LEADing Practice Boardmember
Major General, US Defence
US
Awards:
Frontrunner award, GUA

Prof. Mark von Rosing

Professor | Chairman of the Global University Alliance | Authority in Standard | Business Transformation Guru | Patternicity Scientist

Prof. Mark von Rosing is in every way an innovator affecting standards, frameworks, methods, and approaches internationally. In1999, he founded the Global University Alliance (GUA), an international consortium of +450 university lecturers and researchers whose aim it is to provide a collaborative platform for academic research and analysis leading to the creation of de-facto enterprise standards.

He has been involved of developing 96 Enterprise Standards and 56 Industry Standards. Founder of 'LEADing Practice" the Enterprise Standard body, and also has had a significant or primary role in developing standards in the following standard bodies:

- **World Wide Web Consortium (W3C):** lead the World Wide Web development to its full potential by developing protocols and guidelines that ensure the long-term growth of the Web/Internet.
- **ISO:** coordinating the development of international standards among various national standards organizations. Currently focused on are ISO 42010, the Systems and Software Engineering Architecture Description, and ISO 279, the Innovation Standard.
- **CEN:** the European Committee for Standardization (CEN, French: Comité Européen de Normalisation). Developing and maintaining coherent sets of standards and specifications across the thirty-three member countries. More than 60,000 technical experts as well as business federations, consumer, and other societal interest organisations are involved in the CEN network that reaches over 460 million people.
- **NATO:** the North Atlantic Treaty Organization; developing standards for the intergovernmental military alliance organizations. Strategy and Performance Management is used for the collective defence joint mission execution, both in mutual defence in response to an attack by any external party as well as for peacekeeping missions. In addition, the standards from LEADing Practice related to capability modelling, joint Business Process Execution and Enterprise Architecture are used as basis for NATO standard development i.e. the NAF 4 (NATO Architecture Framework).
- **Energetics:** Development of the energy standard body, Energetics, Prof. von Rosing is part of developing the energy standards used by countries and companies around the world. This includes the standards used by the upstream oil and gas organizations; providing improvements for their business models, performance concepts, and process and data models.
- **The Information Security Forum (ISF):** development member of the Information Security Forum
- **Object Management Group (OMG):** develop joint standards between OMG and LEADing Practice. This includes:
- Value Delivery Modeling Language (VDML), Business Motivation Modeling (BMM), Business Process Modeling Notations (BPMN), Decision Model and Notation (DMN) and Risk & Threat Modeling
- **SAP AG** Method developer e.g. ASAP, SAP Agile, BPM, Enterprise Architecture (EAF)

Thierry Jaquelin

Architect

- 1994-1996 Certificate in Advanced Studies in Architecture, (CEAA) school of architecture Grenoble

- Specialty: professions in the history of architecture

- 1983-1991 Studies at the School of Architecture Paris-la-Seine

- Urban restructuring of Mont-Valérien

Historical Researcher

- Transcription of the unpublished seigneurial chart of Roche-Mayet (2017-) transcription of the texts forming the chart, dated 1450 to 1788

- Author of book about the Feudal Traces in the Landscape of the Loir Valley – Research & description of 1200 seigneurial fiefs in the valley of the Loir

Realtor Negotiator

International Support Team

Anna Lara Weigelt
Event Manager & Team Manager
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Katharina Guetl
Horses & Leadership-Focus: Difficult horses
Château Du Grand Perray
Austria

Marietta Amann
Horses & Leadership-Focus: Foal training
Château Du Grand Perray
Austria

Château Team

Stephan
Picolo
Château Du Grand Perray

Anna
Kitchen staff
Château Du Grand Perray

Silvia
Cleaning staff
Château Du Grand Perray

Global University Alliance
Research Themes

The Global University Alliance aligns intellectual resources across the academic world to:

RESEARCH: Address research concerns and questions that span from leadership to operational execution concepts, design, functions, tasks, information handling and governance and the relationships between those concepts within leadership and management disciplines.

UNIVERSITY CURRICULUM: Develop university curriculums for General Executive Programs (General Management, Advanced Management Programs), Bachelor and Master level.

DEVELOP STANDARDS: Package applied academic research and findings into reusable Business and Information Management standards that used by industries and universities alike.

COMMUNITY SHARING: Share and publish the findings either in publications or to the Business & IT community as a whole.

Publications: We publish our research and findings in multiple publications, both together as a research group or as individuals (based on research focus).

Global University Alliance
Analyze real world situations

Global University Alliance
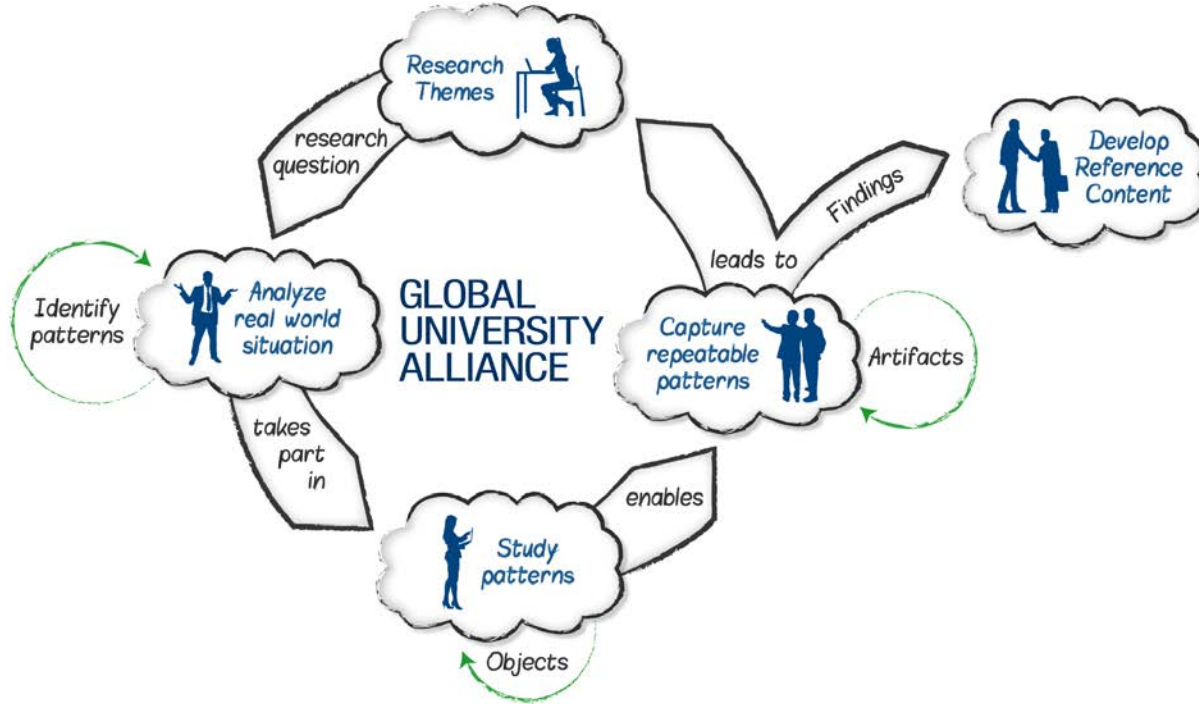Study patterns, practices, concepts

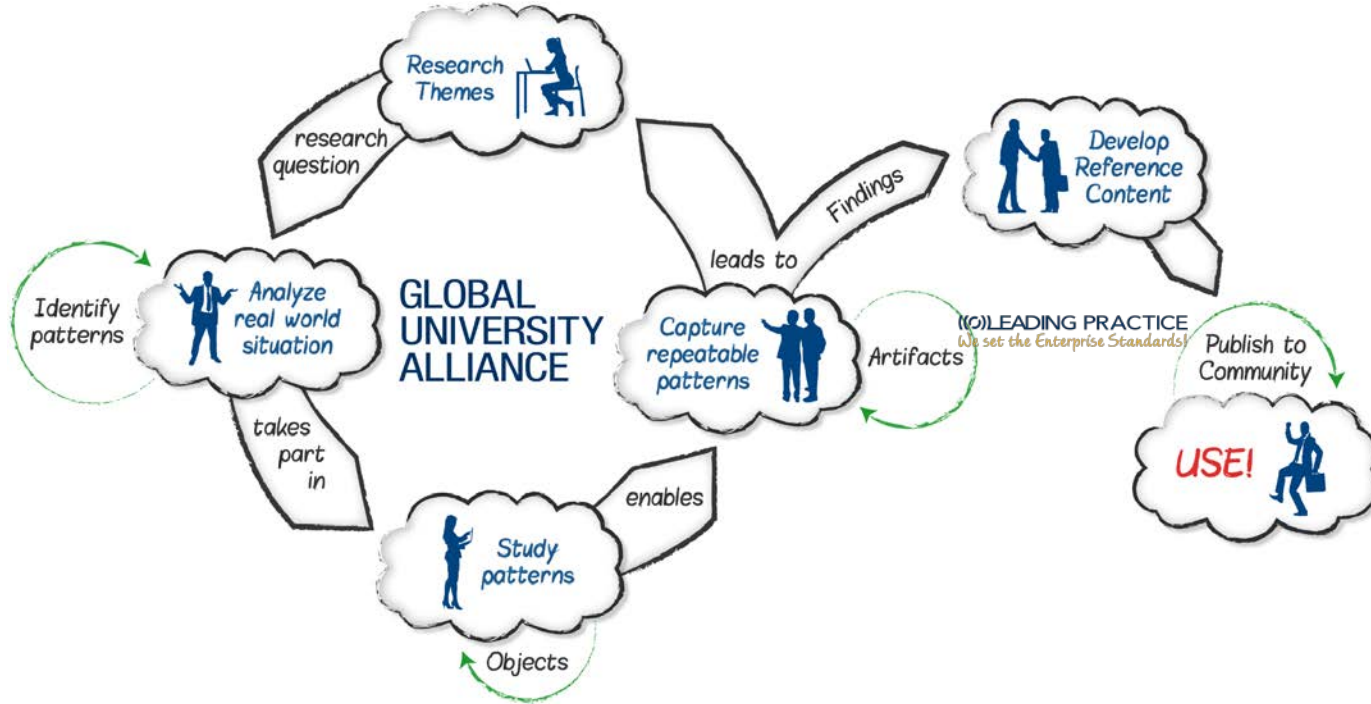# Global University Alliance

Capture repeatable patterns

Global University Alliance
Capture Reference Content
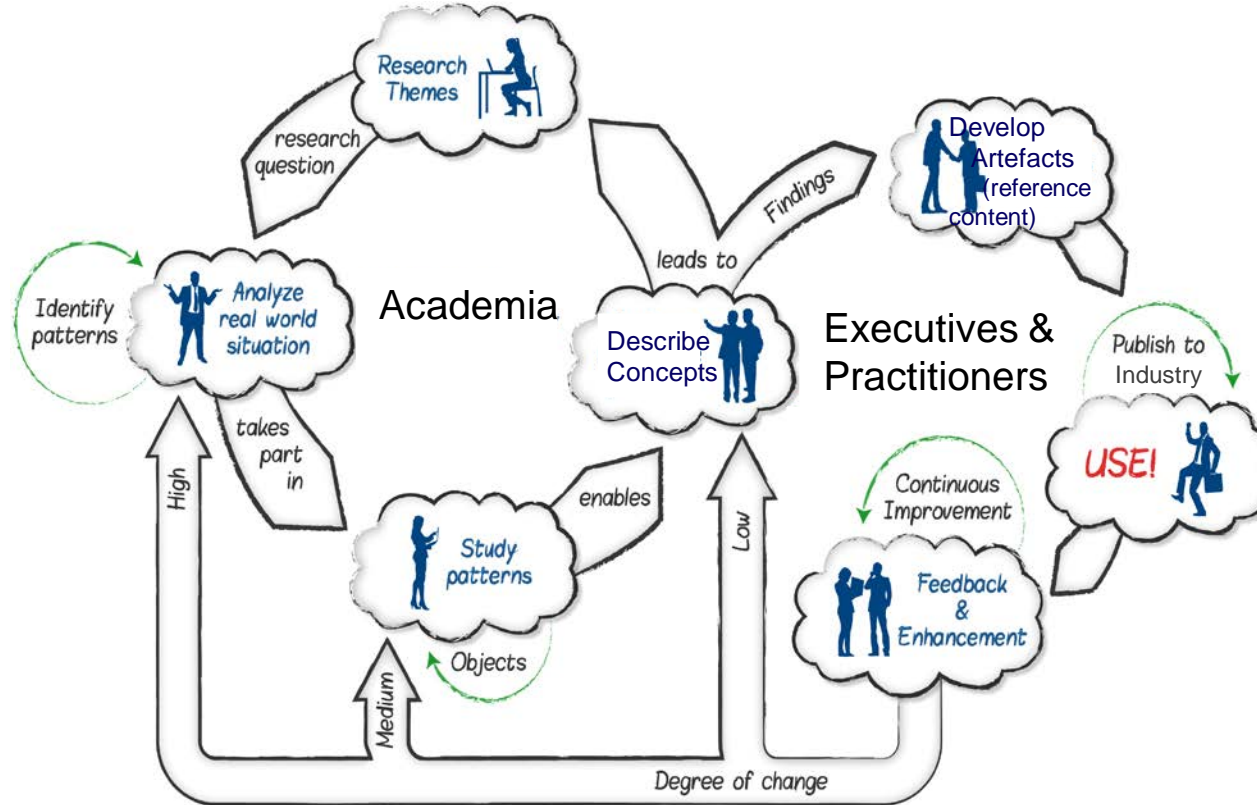
Global University Alliance
USE!

Global University Alliance
Feedback & Enhancement

Global University Alliance

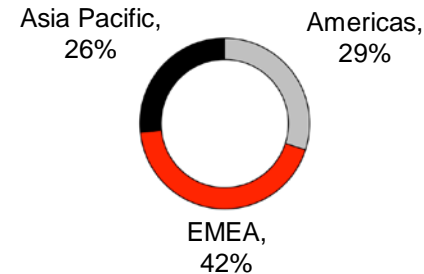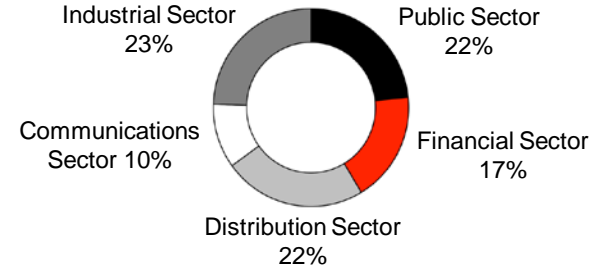# Where do we take our principles from (Learning from the Leaders)

Global University Alliance study 2014-2016

Focus on company and public sector leaders

- 1765 CEO's, 906 CFO´s and 2936 business and public sector leaders representing 63 countries across 17 industries

- Leaders from the private (78%) and public (22%) sectors

- 20% of the CXOs are from countries with emerging economies, 80% from established economies

- 33% Asia, 36% EMEA and 31% Americas

- Organization size

  - Companies of +$500 M (established economies) and $250M (emerging economies) in annual revenue

  - Public sector organizations with + 1,000 employees
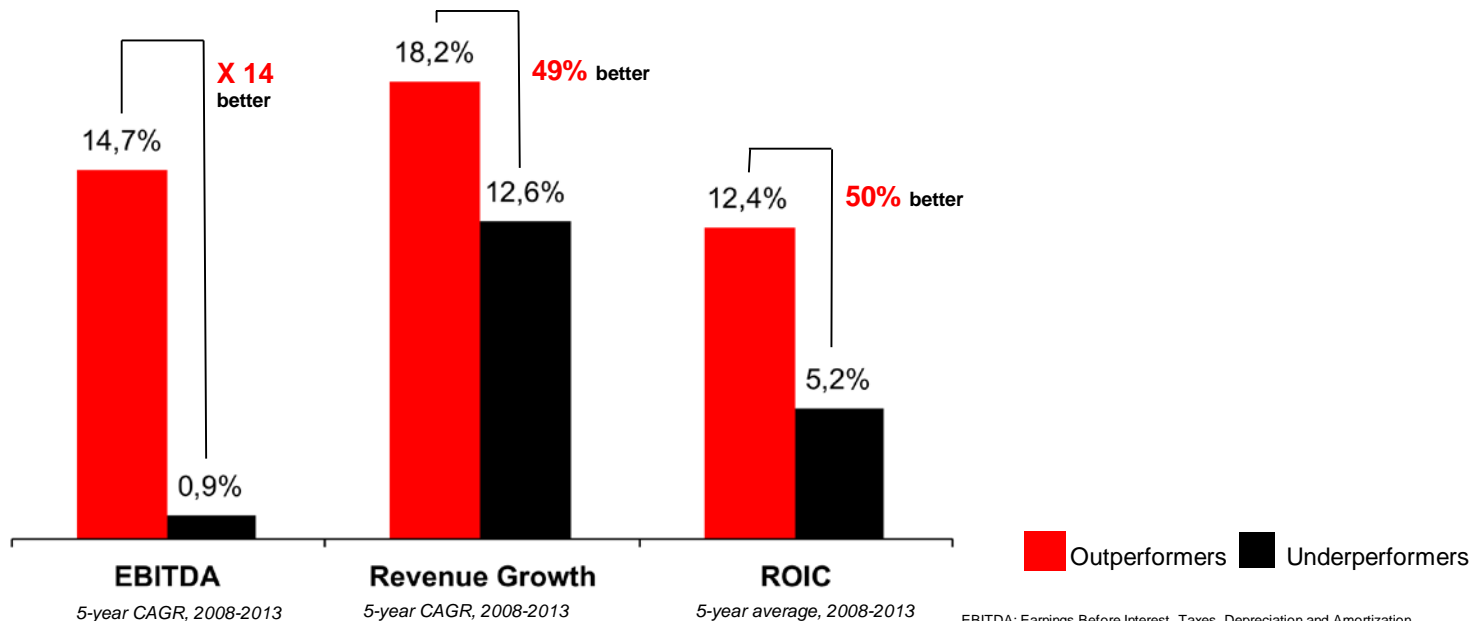
Quantitative and qualitative analysis

- Analysis of respondents' current behaviour, investment performance, patterns and future intent

- Analysis of choices being made by financial outperformers

Industrial Sector 23%
Public Sector 22%
Communications Sector 10%
Financial Sector 17%
Distribution Sector 22%

Asia Pacific, 26%
Americas, 29%
EMEA, 42%

Learning from the Leaders:
Consistently outperform across every financial metric
Global University Alliance study 2014-2016

▶ Consistently outperforming across every financial metric, top and bottom line, balance sheet and operational efficiency measures.

▶ Efficiency and Effective business insight contributes to Outperformance.

EBITDA
5-year CAGR, 2008-2013

Revenue Growth
5-year CAGR, 2008-2013

ROIC
5-year average, 2008-2013

X 14 better
14,7%
0,9%

49% better
18,2%
12,6%

50% better
12,4%
5,2%
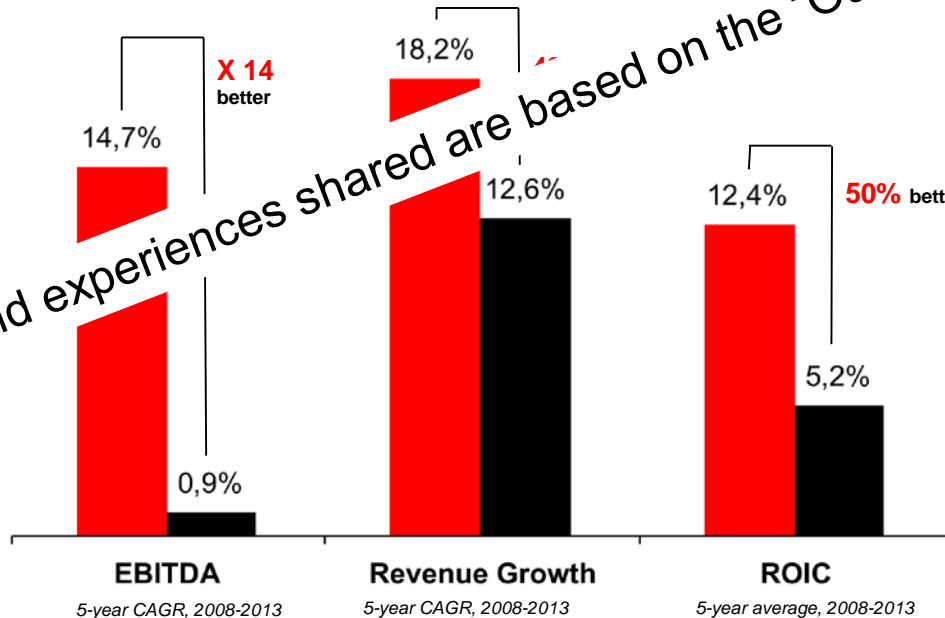
■ Outperformers   ■ Underperformers

Learning from the Leaders:
Consistently outperform across every financial metric
Global University Alliance study 2014-2016

▶ Consistently outperforming across every financial metric, top and bottom line, balance sheet and operational efficiency measures.

▶ Efficiency and Effective business insight contributes to Outperfo...

All lessons and experiences shared are based on the "Outperforms" lessons learned

X 14 better

14,7%

18,2%

12,6%

0,9%

50% better

12,4%

5,2%

EBITDA
5-year CAGR, 2008-2013

Revenue Growth
5-year CAGR, 2008-2013

ROIC
5-year average, 2008-2013

■ Outperformers ■ Underperformers

EBITDA: Earnings Before Interest, Taxes, Depreciation and Amortization
ROIC: Return On Invested Capital
Source: Learning from the Leaders: Global University Alliance CEO Study 2014-2016

LEADing Practice & Global University Alliance
Research Themes

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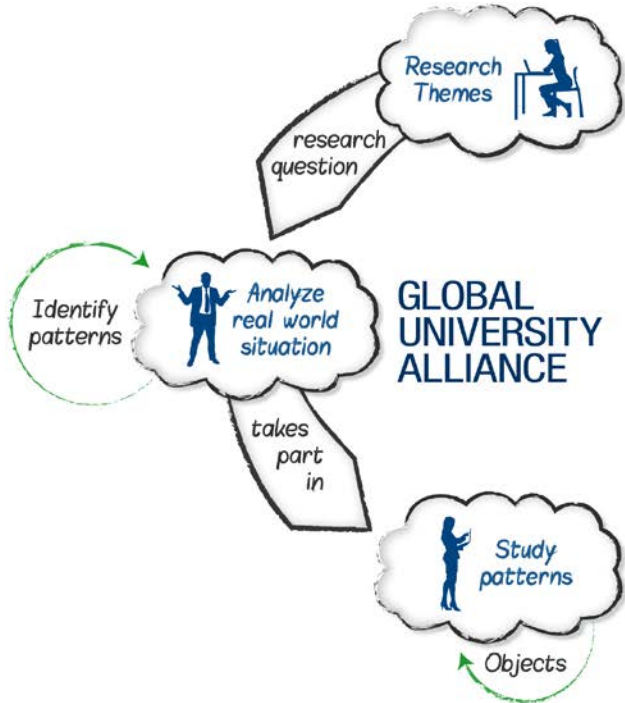
LEADing Practice & Global University Alliance
Analyze real world situations

LEADing Practice & Global University Alliance
Study patterns, practices, concepts

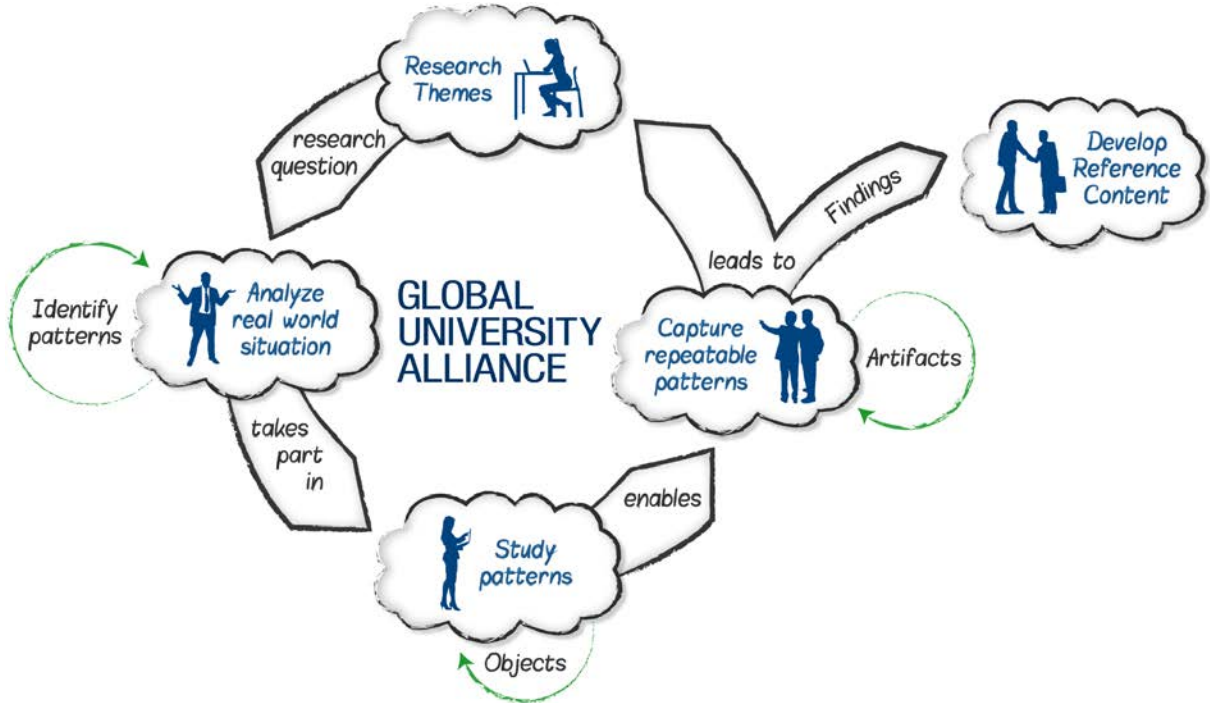# LEADing Practice & Global University Alliance
Capture repeatable patterns

LEADing Practice & Global University Alliance
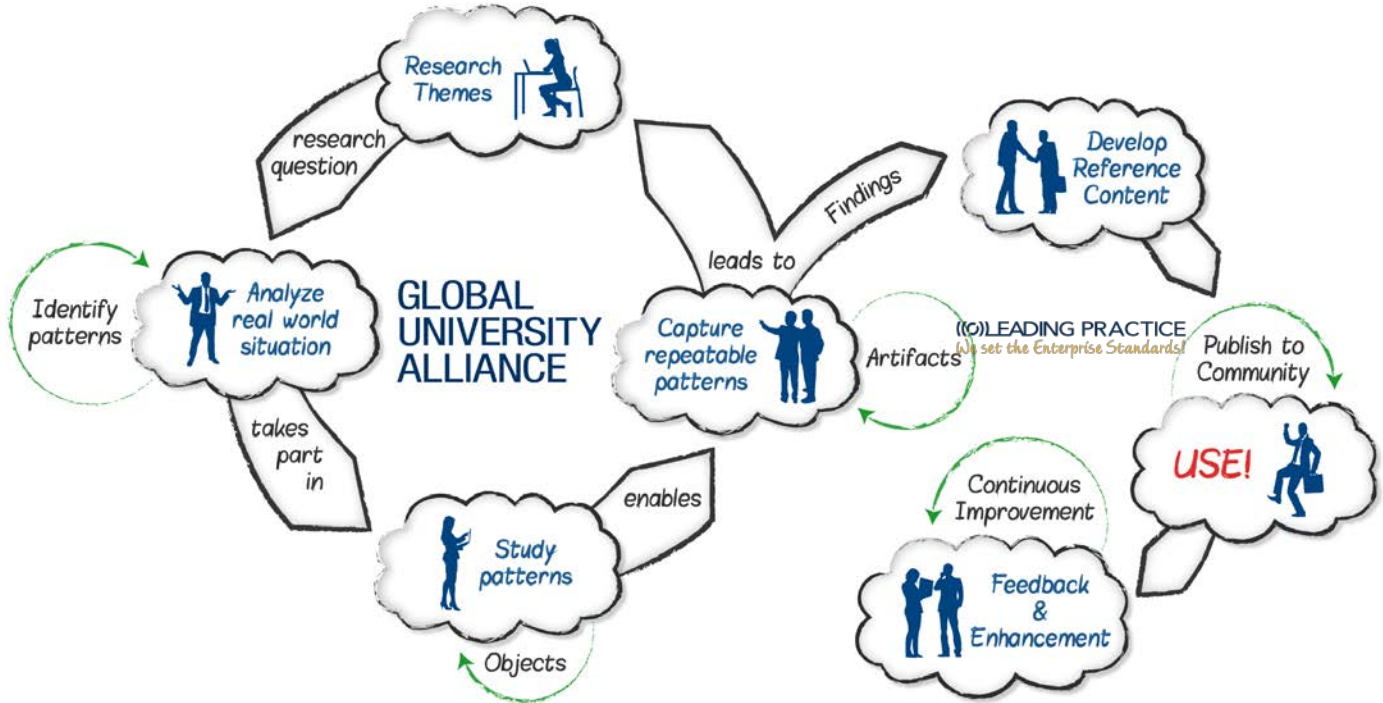Capture Reference Content

LEADing Practice & Global University Alliance
USE!
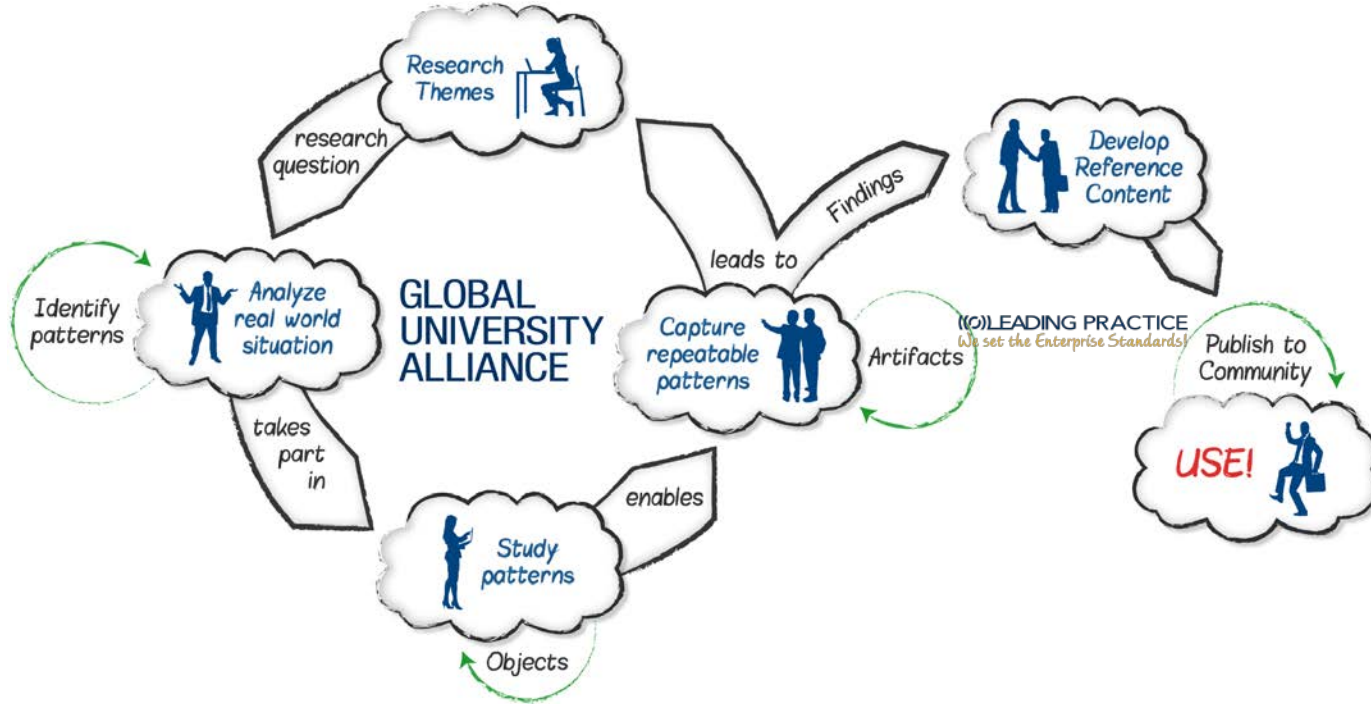
LEADing Practice & Global University Alliance
Feedback & Enhancement

LEADing Practice & Global University Alliance
Degree of change
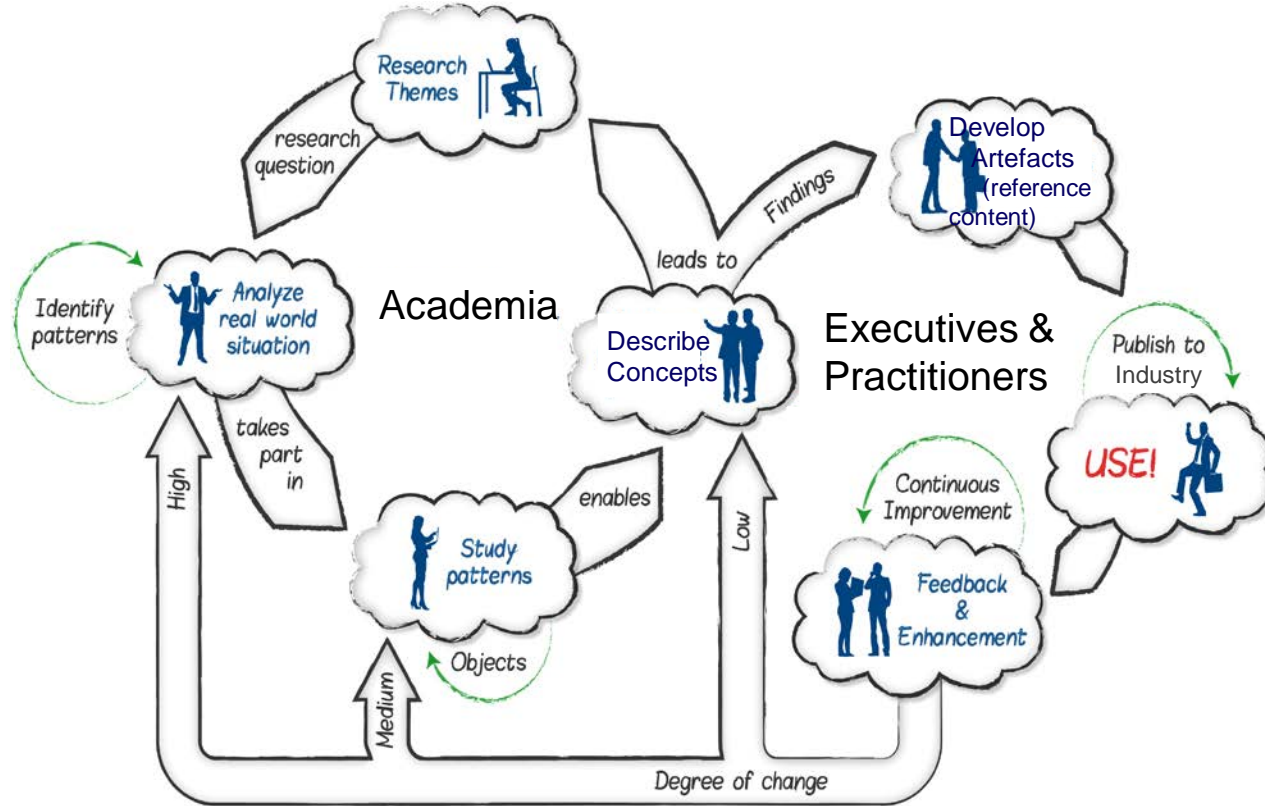
Patterns of Leadership and Management Concepts
Introduction to LEADing Practice

Like a recipe, where you can follow a sequence of simple steps to achieve a more complex end result

Even complex knowledge and concepts are simple to follow
Once repeatable patterns have been identified

A structured
Way of Thinking

A structured
Way of Working

A structured
Way of Implementing

A structured
Way of Governing

A structured Way of Thinking
Patterns of Leadership and Management concepts
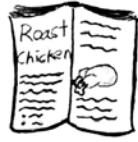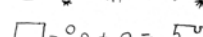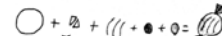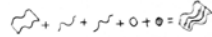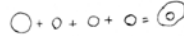
A structured Way of Working

Patterns of Leadership and Management concepts

A structured Way of Implementing

A structured Way of Governing
Patterns of Leadership and Management concepts

Learning & Development Strategy for KPC and Subsidiaries
K-Lead

The Unified Learning Management System supports the L&D Strategy made by OCD and signed by top management in 2015.
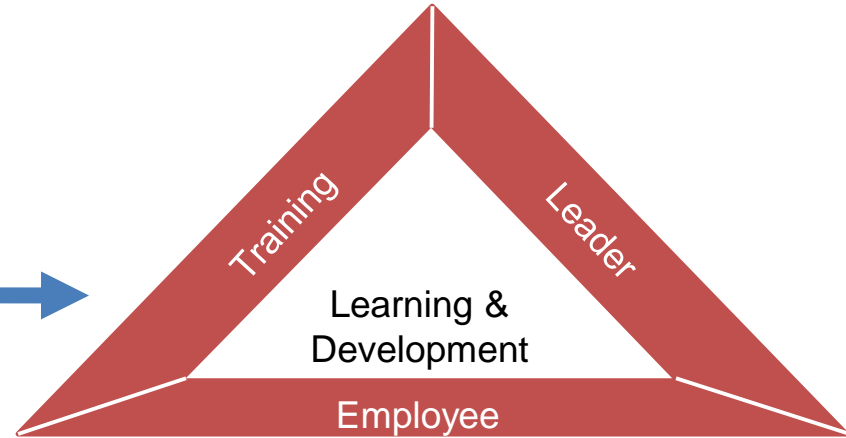
This strategy and its principles stresses that successful employee development depends on a strong and **proactive partnership** between the employee, his/her boss and Training & Career Development.

The Development Partnership Triangle

It is the role of Training and Career Development to:

- Align training with Corporate Strategy
- Ensure proper training
- Facilitate Blended Learning tools
- Measure the effectiveness of training
- Etc….
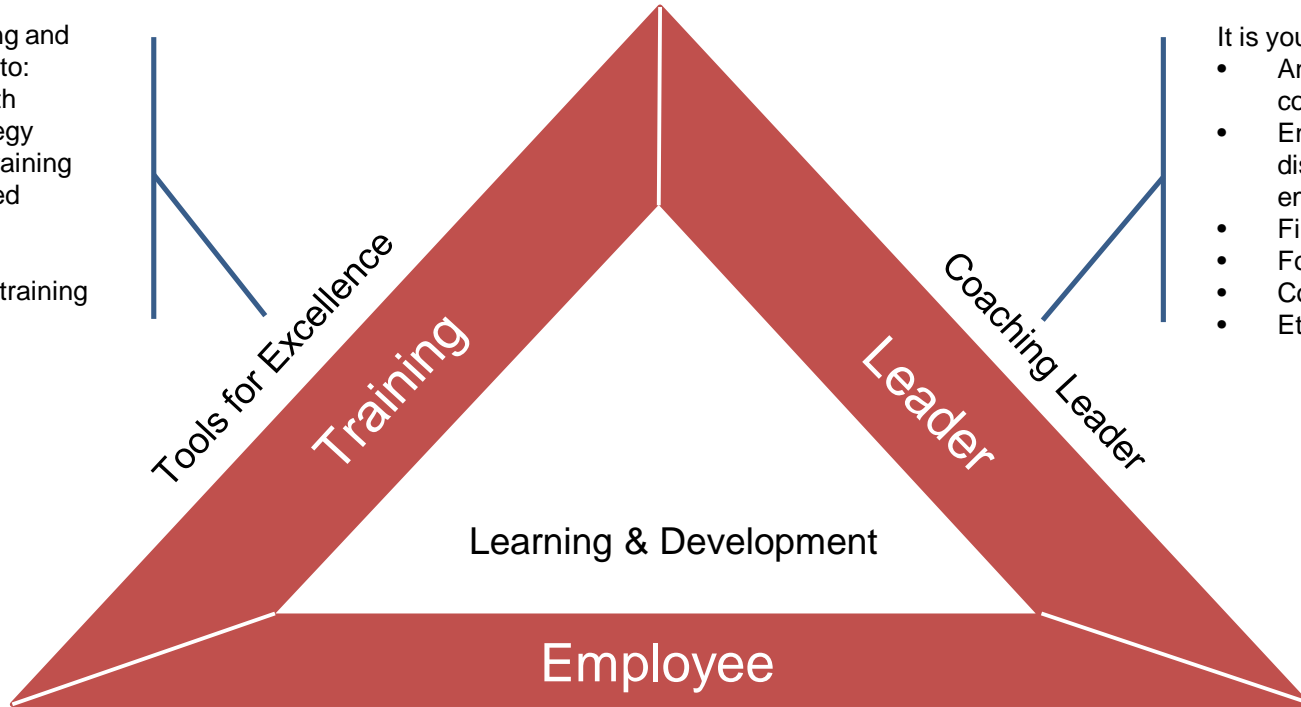
It is your role as a boss to:

- Analyze employee competency gaps
- Ensure a development discussion with each employee
- Finalize PDPs
- Follow up on PDPs
- Coach employees
- Etc…

Tools for Excellence

Training

Coaching Leader

Leader

Learning & Development

Employee

Proactive Learner

It is your responsibility as an employee to:

- Work in partnership with your boss in developing your PDP
- Ensure that you have a development discussion with your boss
- Execute your PDP as agreed
- Seek feedback and learning opportunities
- Etc….

Blended Learning Tools: 20:20:10

K-Lead

Mentoring & Coaching 20%

➢ It is the responsibility of each Functional Manager to mentor and coach their direct employees to enable performance and development. Succession and talent pools should ideally be provided with a formal coach to enable their development. The following guidelines should be considered:

- **Coaching:** The focus of the coaching process should be to behaviours and mindsets that will enable succession pool members to respond effectively in their new roles
- **Mentoring:** The process must focus on developing and transferring skills and knowledge based on a specific developmental needs

  A Mentor does not have to be the direct superior of an employee but must be an achiever in the area in which they are mentoring.

Training 10%

➢ Formal classroom training has been shown to be the least beneficial in ensuring learning and skills transfer

➢ However, this type of learning is critical for transitional learning i.e. when managers transition from one managerial level to the other

➢ This type of training will address knowledge gaps and enable employees to increase breadth of knowledge to be able to effectively operate at different levels of management

➢ For formal training courses to be more effective, they must be customised and also be implemented in combination with on-the-job application/action learning

On-the-job Experiential Learning 70%

➢ This type of learning is the most effective in ensuring transfer of skills and learning. Examples of on-the-job learning experiences are:

- Job Rotation / lateral moves
- Strategic projects
- Action learning projects
- Stretch assignments
- International projects
- Acting positions
- Shadow roles

KPC Leadership Development Module "KLDM"

Level	Team Leader	Manager	DMD DCEO	MD CEO

Competency Framework

OCD

- GN2/4: Performance Drive
- GN3/4: Ownership
- GN4/4: Adaptability & Learning
- GN5/4: Team Work
- GN6/4: Communication
- IE0006 Analytical/Conceptual Thinking
- MGT0001 Leadership
- MGT0002 Ensures Alignment with Business Interests
- MGT0003 Coaching Others
- MGT0004 Business Environmental Awareness
- MGT0005 Working with Diversity
- MGT0006 Managing Change
- MGT0007 Performance Management

Think K

Takes ownership
- Holds self and others **accountable** for delivering results
- Demonstrates **assertiveness**, **optimism** and **composure** at all times

Focuses on People
- Is a supportive **coach** who **nurtures talent** and creates growth opportunities for **people**
- Energizes and builds highly motivated **teams**

Drives Performance
- Sets and achieves SMART ambitious **business targets**
- Promotes **innovative** ideas for continuous **improvement**

Creates integrated value
- Collaborates across **value chain** functions and businesses
- Communicates with and engages **stakeholders** for impact

Blended Learning Development

Team Leader
- Assignments
- OJT Experiential Learning
- Kaizen Event … ect

- Functional and Leadership Training
- ELearning
- Coaching/Mentoring

Manager
- Inter Company Projects
- Assignments
- Kaizen Event … ect

- **Leadership Training**
- Internal Coaching / Mentoring

DMD DCEO / MD CEO
- Exposure to Senior Leadership roles
- Lead or participate in taskforce project team or advisory board
- Strategic Assignment
- Community involvement
- Involvement in higher Leadership roles
- Corporate Governance Awareness

- Attend Leadership Local/International events
- External Coaching / Mentoring

Continuous Assessment: 360, Assessment Center, Direct Boss Evaluation

YOU

Henrik von Scheel
Program Executive
LEADing Practice

Prof Mark von Rosing
Program Executive
Global University Alliance

Prof Simon Polovina
Program Manager
Global University Alliance

Joshua Michael
Program Manager
LEADing Practice

Marianne Fonseca
Event Manager
LEADing Practice

Mona Benthin
Facility Coordinator
Château Du Grand Perray

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Chateau Le Grand Perray

Chateau Le Grand Perray

The Castle is nestled in the beautiful Loir Valley and close to the historic cities of Tour and Le Mans.

The Castle can accommodate events for up to 130 delegates, with several larger conference, meeting and dining rooms. All of them decorated in the periodic 15th and 18th century style, but modernized to match our 21st century living with electronic equipment for projectors, flat screens, innovation work walls etc.

The castle offers exclusive peace, privacy and space to spread out, but also an opportunity for teambuilding and uninterrupted time to achieve the goals for your company.

The meeting rooms:

- Large conference room (130 pers.)
- Several meeting rooms (10-50 pers.)
- Several breakout rooms
- The Grand Salon (50 pers.)
- The Dining room (30 pers.)
- Outdoor terraces and castle gardens

Location
Chateau Le Grand Perray

Location:
Château Du Grand Perray
72500 La Bruère-sur-Loir, France
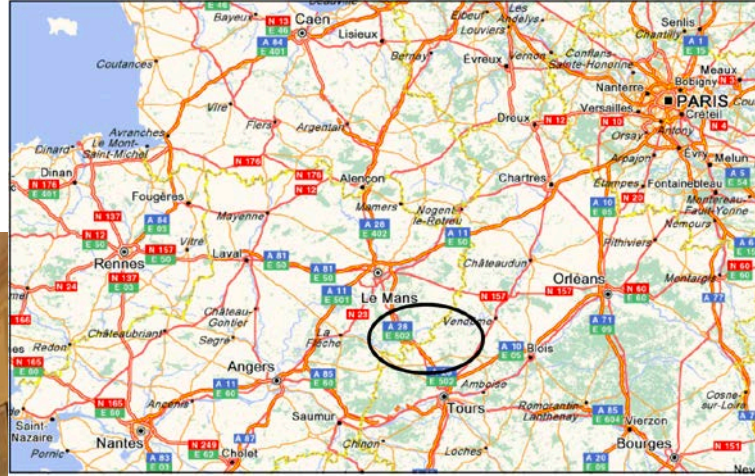
Floor Plan
Chateau Le Grand Perray
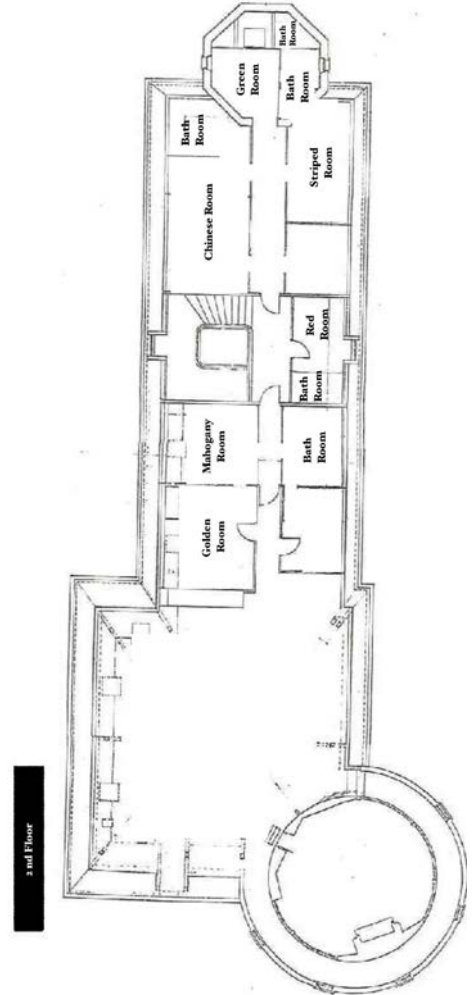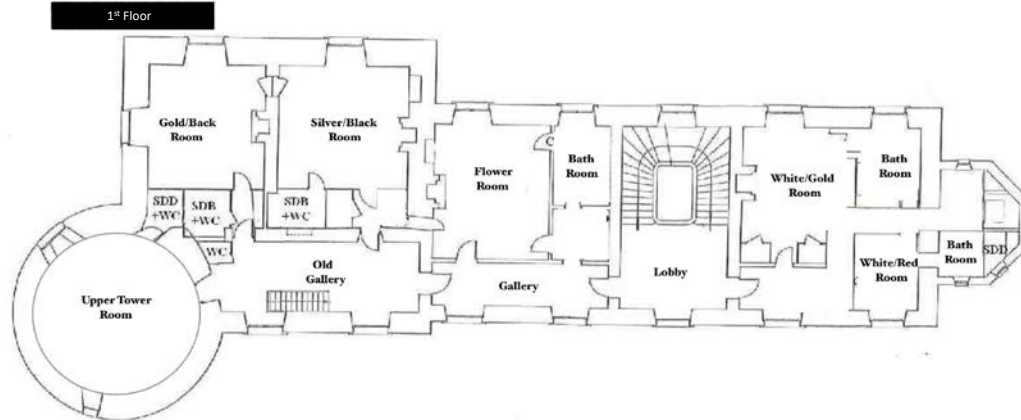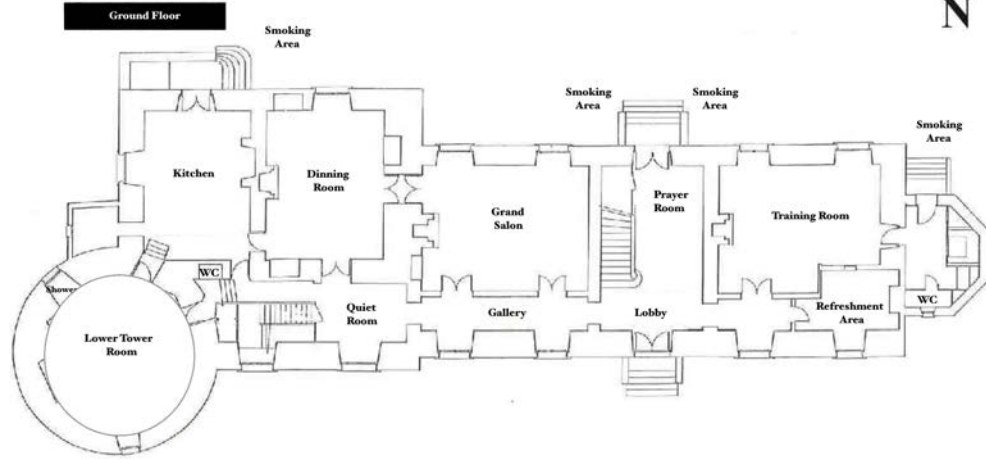
Prayer Room
Chateau Le Grand Perray

Ground Floor

Smoking Area

Smoking Area

Smoking Area

Smoking Area

N

Kitchen

Dinning Room

Grand Salon

Prayer Room

Training Room

WC

Shower

Lower Tower Room

Quiet Room

Gallery

Lobby

Refreshment Area

WC
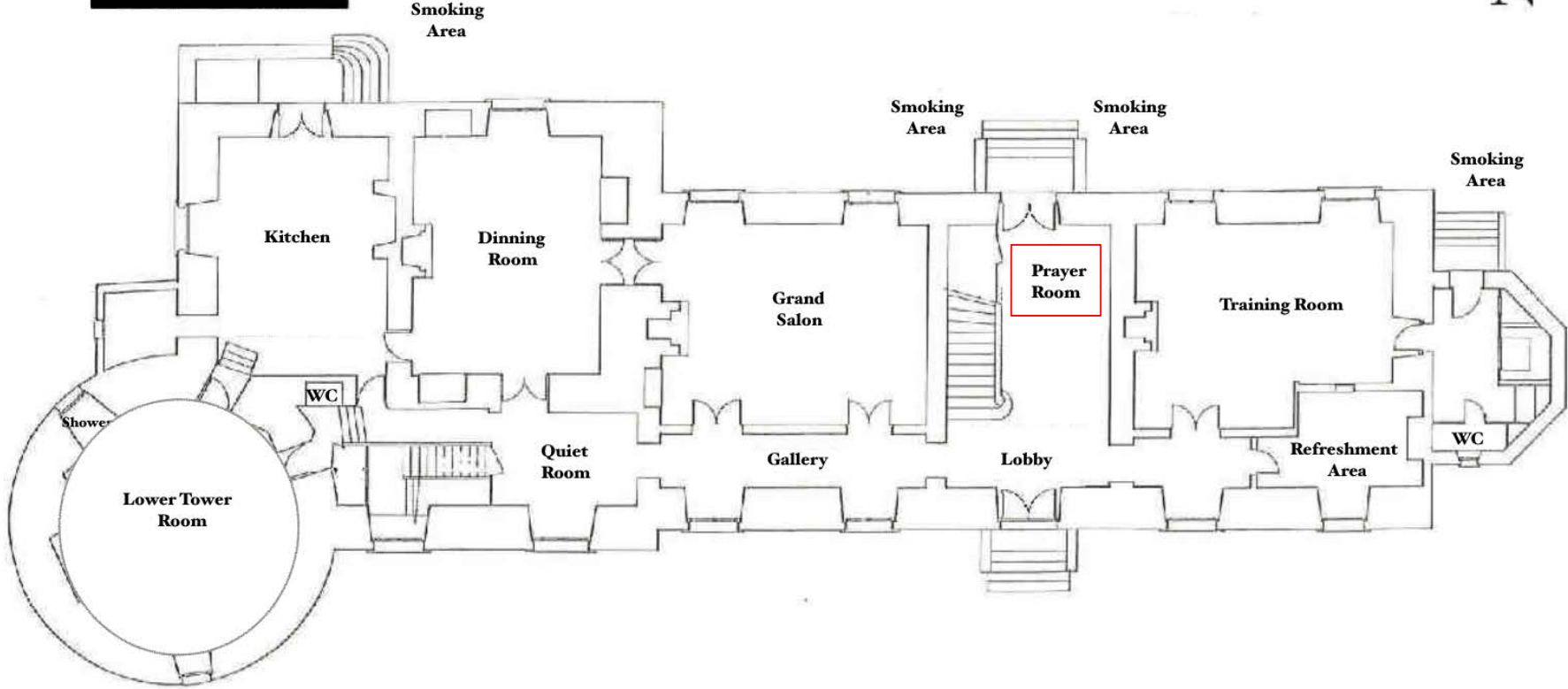
Room Allocations
Chateau Le Grand Perray

Accommodation:

15 double bedrooms in the Château and 2 bedroom in the General Castel, both recently refurbished to fit the period style. The bedrooms offer antique furnishing but in a comfortable and luxury setting and many have stunning views.

- 15 bedrooms in the Château

- 3 bedroom in the General Castle

Activities

Accommodation:

15 double bedrooms in the Château and 2 bedroom in the General Castel, both recently refurbished to fit the period style. The bedrooms offer antique furnishing but in a comfortable and luxury setting and many have stunning views.

- 15 bedrooms in the Château

- 3 bedroom in the General Castle

Menu Plan – Saturday & Sunday

Chateau Le Grand Perray

Saturday:

Evening arrival

Snack: Cold sandwiches with assorted meats, cheeses, and vegetables.

                 Assorted juices, pop drinks and water (sparkling and still), Coffee and tea.

Sunday:

Breakfast   Buffet – baguettes, croissants, assorted local cheeses, honey, jams and marmalade, scrambled eggs, turkey bacon, hash browns, assorted yogurts, cereal, granola and fruits.

                 May vary Assorted juices, coffee, tea, water (sparkling and still).

Lunch   Durum kebab, sandwiches or pizza, by individual choice.

                 Assorted pop drinks, juices, water (sparkling and still).

Morning and   Fruits and assorted cookies, salty snacks.
Afternoon break Coffee, tea, water (sparkling and still).

Dinner   Barbecue – Lam kebabs, potatoes, mixed green mixed salad, tzatziki, wheat bulgur salad.

                 Assorted pop drinks, juices, water (sparkling and still).

Evening   Coffee and tea, biscuits, fruits, salty snacks.

Menu Plan - Monday
Chateau Le Grand Perray

<u>Monday:</u>

Breakfast   Buffet – baguettes, croissants, assorted local cheeses, honey, jams and marmalade, scrambled eggs, turkey bacon, hash browns, assorted yogurts, cereal, granola and fruits. May vary.

                            Assorted juices, coffee, tea, water (sparkling and still).

Morning break   Fruits and assorted snacks.
                            Coffee, tea, water (sparkling and still).

Lunch   Moroccan dishes, (by individual selected choice).
                            Assorted pop drinks, juices, water (sparkling and still).

Morning and Afternoon breaks   Fruits and assorted cookies, salty snacks.
                            Coffee, tea, water (sparkling and still).

Dinner   Oriental chicken dish with rice, different kinds of salads.
                            Assorted pop drinks, juices, water (sparkling and still).

Evening   Coffee and the, biscuits, fruits, salty snacks.

Menu Plan - Tuesday
Chateau Le Grand Perray

Tuesday:

Breakfast   Buffet – baguettes, croissants, assorted local cheeses, honey, jams and marmalade, scrambled eggs, turkey bacon, hash browns, assorted yogurts, cereal, granola and fruits. May vary.

                                 Assorted juices, coffee, tea, water (sparkling and still).

Lunch   Durum kebab, sandwiches or pizza, by individual choice.
Assorted pop drinks, juices, water (sparkling and still).

Morning and Afternoon breaks   Fruits and assorted cookies, salty snacks.
Coffee, tea, water (sparkling and still).

Dinner   Lam dish with potatoes or rice different kinds of salads.
Assorted pop drinks, juices, water (sparkling and still).

Evening   Coffee and tea, biscuits, fruits, salty snacks.

Menu Plan - Wednesday
Chateau Le Grand Perray

Wednesday:

Breakfast Buffet – baguettes, croissants, assorted local cheeses, honey, jams and marmalade, scrambled eggs, turkey bacon, hash browns, assorted yogurts, cereal, granola and fruits. May vary.

Assorted juices, coffee, tea, water (sparkling and still).

Lunch Moroccan dishes, (by individual selected choice).
Assorted pop drinks, juices, water (sparkling and still).

Morning and Afternoon breaks Fruits and assorted cookies, salty snacks.
Coffee, tea, water (sparkling and still).

Dinner Restaurant in Le Mans.

Evening Coffee and tea, biscuits, fruits, salty snacks.

Menu Plan - Thursday

Thursday:

Breakfast   Buffet – baguettes, croissants, assorted local cheeses, honey, jams and marmalade, scrambled eggs, turkey bacon, hash browns, assorted yogurts, cereal, granola and fruits. Mary vary.

Assorted juices, coffee, the, water (sparkling and still).

Lunch   Durum kebab, sandwiches or pizza, by individual choice.
Assorted pop drinks, juices, water (sparkling and still).

Morning and Afternoon breaks   Fruits and assorted cookies, salty snacks.
Coffee, tea, water (sparkling and still).

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Objectives of the Program
Program Scope

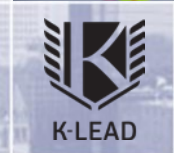- **Transform leaders** into exceptional executives

- **Equip leaders** with executive management expertise and cross-functional perspective to drive performance.

- **Strengthen core competencies**, build powerful teams, achieve strategic goals, and accelerate personal transformation.

- **Create the foundation and skills** required to attend the Advanced Cross-Culture Leadership Program

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Foundational Leadership Program

	17-Sep Sunday	18-Sep Monday	19-Sep Tuesday	20-Sep Wednesday	21-Sep Thursday
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Leadership /Outthink	Outthink	Outcompete	Outperform	
8:30 AM	>> Introduction. Program Manager Joshua Michael >> Objectives and goals >> Learning Agreement >> Techniques: Peer sharing and understand Primary Leadership concepts	>> Lessons Learned around on: "How to outthink, outcompete and outsmart" - Program Manager Joshua Michael >> Techniques & tools used today: Innovation & Design Thinking	>> Lessons Learned - Program Manager Joshua Michael >> Techniques & tools used today: capabilities development & understand where you are unique and where not	>> Lessons Learned - Program Manager Joshua Michael >> Techniques & tools used today: Outperform: Core Differentiating, Core Competitive and Competitive Advantage and performance management	>> Lessons Learned - Program Manager Joshua Michael >> Lessons learned around: Deliver on Promise - how to ensure program and project execution
10:00 AM	Break	Break	Break	Break	Break
10:15 AM	>> Facts on Leadership - Program Director Prof. Mark von Rosing >> Leadership types and styles >>Leadership Personality Profiling >> Introduction to Peer evaluations >> Describe your Individual Performance Coaching >> Learn the CAN, WANT and SHOULD	**Fieldtrip: Learning from the best: Innovation & Design Thinking**	Part 1: The power of understanding where to relate innovation and where to relate transformation (based on the **enterprise relations that exist within an organization**), presented by international key note speaker and thought leader Professor Wim Laurier an international authority on Business Ontology	Part 1 - Primary Leadership concepts around **Organize and Control**. Example Lego's Organize and Control initiatives. Presented by international recognized thought leader Annette Falk Bøgebjerg, Director, Center of Excellence, LEGO	**Deliver on Promise** - Prof. Mark von Rosing >> Phase 1: Set direction and context >> Phase 2: Establish clear accountabilities and metrics >> Phase 3: Create realistic budgets, plans, and targets >> Phase 4: Track performance
12:00 AM	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 PM	Part 1 - Primary Leadership concepts example Government of Canada foundational leadership initiatives. Part 1 Presented by international recognized thought leader Victor Abele, Senior Director General, Government of Canada	**Fieldtrip: Learning from the best: Innovation & Design Thinking**	Part 2: The power of understanding where to relate innovation and where to relate transformation (based on the **enterprise relations that exist within an organization**), presented by international key note speaker and thought leader Professor Wim Laurier an international authority on Business Ontology	Part 2 - Primary Leadership concepts around **Develop and Manage**. Example Lego's Develop and Manage initiatives. Presented by international recognized thought leader Annette Falk Bøgebjerg, Director, Center of Excellence, LEGO	**Exercise (with Prof. Mark von Rosing)** >> **Open discussion on** Work with Deliver on Promise (performance management) >> Open discussion on what has been learned during the course >> Way of forward
2:00 PM	Pray time: 01:46 PM	Pray time: 01:46 PM	Pray time: 01:45 PM	Pray time: 01:45 PM	Pray time: 01:45 PM
2:30 PM	Break	Break	Break	Break	
	Part 2 - Primary Leadership concepts example Government of Canada foundational leadership initiatives. Part 1 Presented by international recognized thought leader Victor Abele, Senior Director General, Government of Canada	**Fieldtrip: Learning from the best: Innovation & Design Thinking**	Open Discussion Part 1 (with Prof. Wim Laurier & Prof. Mark von Rosing): What to do more, less and what to stop (in the business area you lead, manage and control.	Open discussion (with Prof. Mark von Rosing) on what you **CAN, WANT and SHOULD DO around Organize and Control as well as Develop and Manage** >> Strategy Management >> Process Management	
3:30 PM	Break	Break	Break	Break	
4:00 PM	Open discussion and exerise (with Victor Abele and Prof. Mark von Rosing) on the **CAN, WANT and SHOULD DO around primary leadership concepts**: >> LEAD and Drive; Drive performance >> Communicate & Guide: Create integrated value >>Organize and Control: Focus on people	Open discussion (with Prof. Mark von Rosing) on what we can learn from design thinking, the **CAN, WANT and SHOULD DO**	Open Discussion Part 1 (with Prof. Wim Laurier & Prof. Mark von Rosing): What to do more, less and what to stop (in the business area you lead, manage and control. >> Identify based on organizational pain points what is complex and simple in your business	Le Mans / Tours team dinner with optional shopping	
5:30 PM	Evening Activities: Grilling			Dinner: order in	
6:00 PM	Pray time: 08:02 PM	Pray time: 08:00 PM	Pray time: 07:57 PM	Pray time: 07:55 PM	Pray time: 07:53 PM

Experiential Learning 70%	Mentoring & Coaching 20%	Training 10%

Table of Contents

- Introduction

- Chateau Le Grand Perray

- Objectives of the program

- Overview of the week

- **Learning Journey and Agreement**
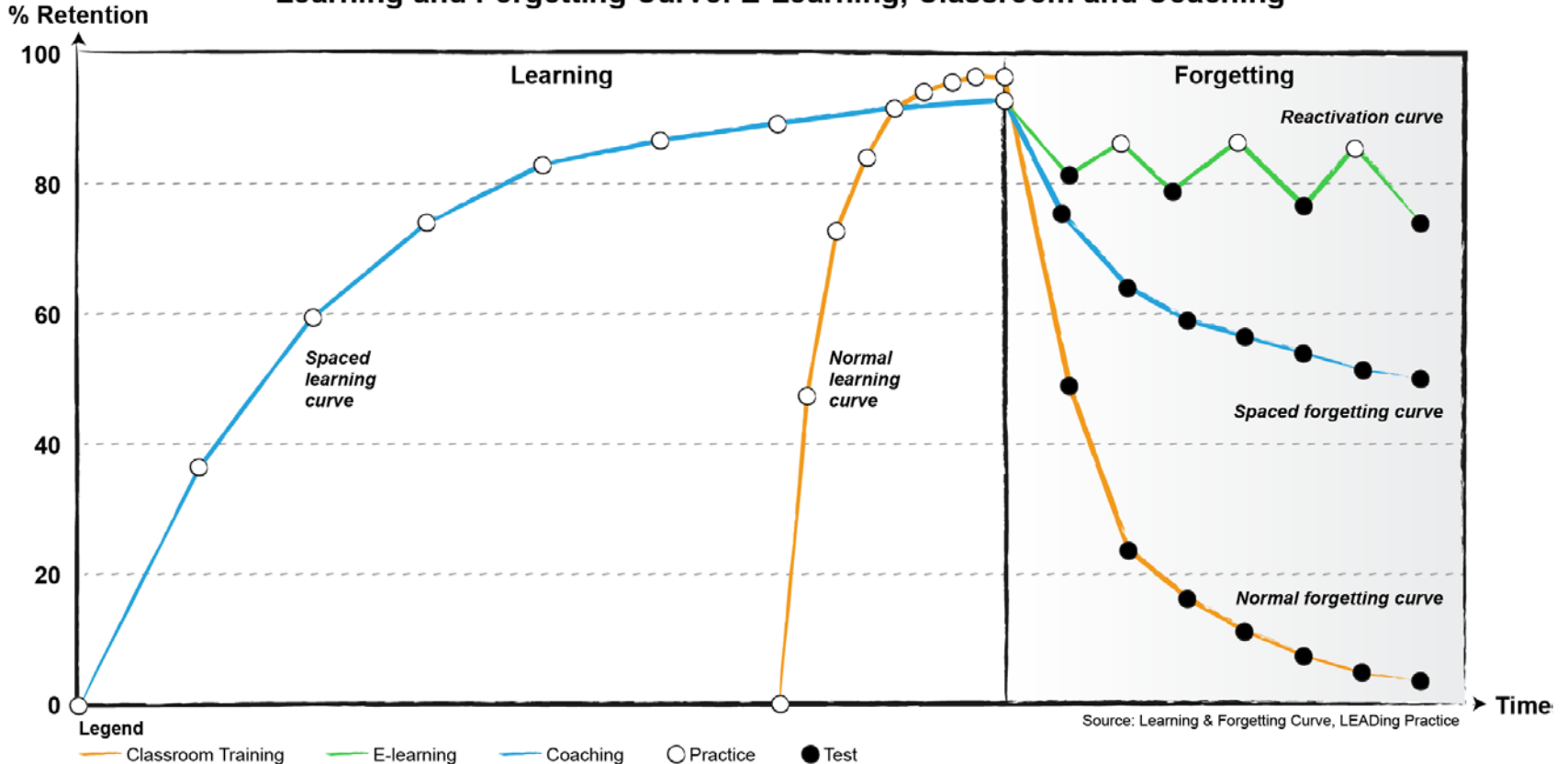
- Peer sharing and coaching

Curriculum
Learning Modules

	Outthink	Outcompete	Outperform
LEAD and drive	Develop fundamental leadership skills	Spot external competitive forces to understand the future	Enhance Decisions-making
	Understand emerging & disruptive trend	Develop action oriented leadership thinking (Clarity, Focus, Accountability .. Result)	Decide on what to do more, less and what to stop
	Identify external drivers i.e. mega, macro and micro trends		Deliver on Promise-Phase 1: Set direction and context
Communicate and guide	Develop fundamental communication skills	Design thinking and innovation Thinking	Understand when and where to drive innovation
	Stakeholder management principles		Deliver on Promise-Phase 6: Ensure actions, rewards, and consequences
Organize and control	Enhance Strategic thinking	Learn CAN, WANT and SHOULD DO techniques	Understand when and where to optimize, standardize and to transform
	Discover the advantages different adoption strategy	Identify core differentiating, core competitive and non-core competencies	Deliver on Promise-Phase 2: Establish clear accountabilities and metrics
	Sharpeing diagnostic skills	Integrated Performance Management	Deliver on Promise-Phase 3: Create realistic budgets, plans, and targets
			Deliver on Promise-Track performance effectively
Develop and manage	Develop fundamental management skills	Develop Coaching skills	Identify based on organizational pain points what is complex and simple in their business
		Change Management	Deliver on Promise-Phase 5: Hold robust dialogues and relationships
Tools & Techniques	Understand Semi Government Business Model drivers i.e. Revenue Model, Cost Model, Performance Model, Operating Model, Service Model and Value Model.	Understand Competitive Drivers, Forces, Competencies and Capabilites	Understand Differentiating Drivers, Forces, Competencies and Capabilites; Deliver on Promise
Personal Development	Develop a personal leadership plan	Create an individual leadership philosophy	Individual Performance Coaching

Learning Journey
Teaching Assembly

Learning and Forgetting Curve: E-Learning, Classroom and Coaching

% Retention

Learning

Forgetting

Spaced learning curve

Normal learning curve

Reactivation curve

Spaced forgetting curve

Normal forgetting curve

Time

Source: Learning & Forgetting Curve, LEADing Practice

Legend

—— Classroom Training   —— E-learning   —— Coaching   ○ Practice   ● Test

Adapted from Perception, Cognition and Learning Research by Extending Learning by P. Quinn and Learning Event Over Time by Thalheimer.

Learning Journey

High quality and value with less time and costs

Global University Alliance Research Study, 2014/2015
Scope: 1765 CEO's and 2936 business leaders representing all major countries and industries
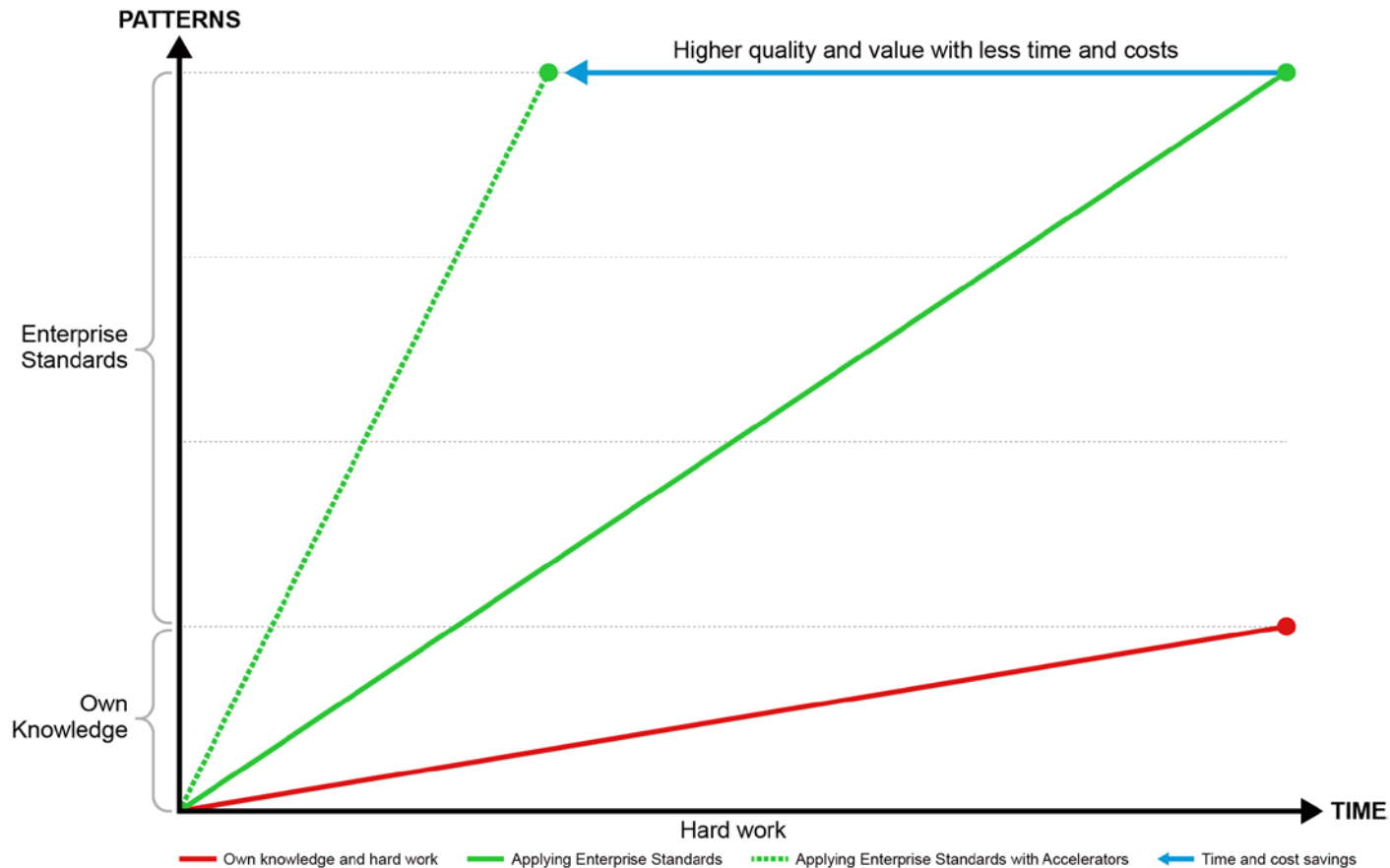
Ladder of Inference
Observable Data & Experiences

Observable
"DATA" & EXPERIENCES

Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
I select Data from what I observe

I select
DATA
from what I observe

Observable
"DATA" & EXPERIENCES

Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
I add Meanings (cultural and personal)

I add
MEANINGS
(cultural and personal)

I select
DATA
from what I observe

Observable
"DATA" & EXPERIENCES

Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference

I make Assumptions based on the meanings I added

I make
ASSUMPTIONS
based on the meanings I added

I add
MEANINGS
(cultural and personal)

Context

I select
DATA
from what I observe

Observable
"DATA" & EXPERIENCES
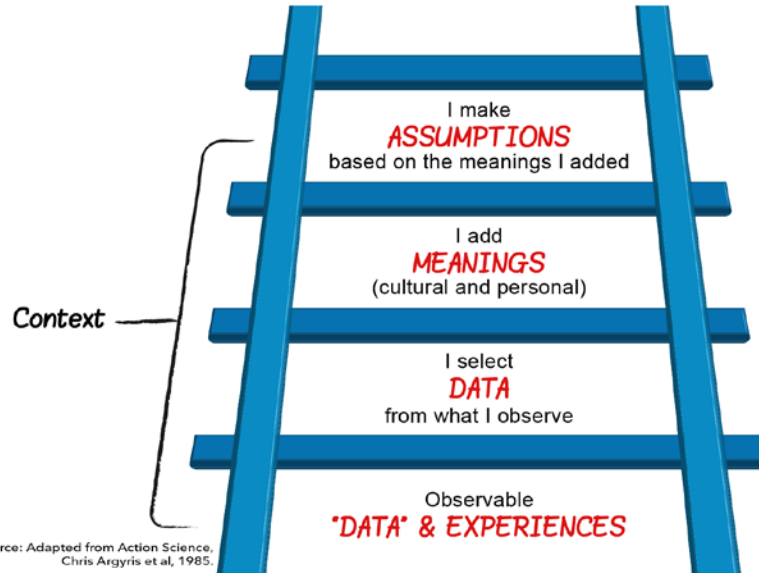
Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
I draw Conclusions

I draw
CONCLUSIONS

I make
ASSUMPTIONS
based on the meanings I added

I add
MEANINGS
(cultural and personal)

Context

I select
DATA
from what I observe
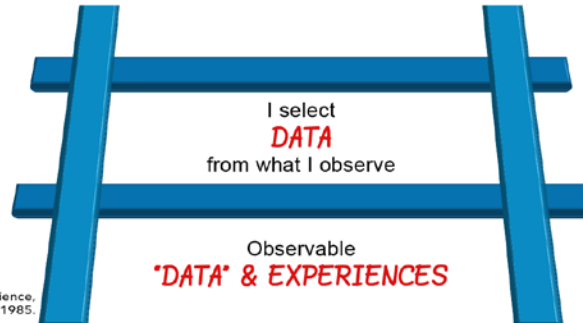
Observable
"DATA" & EXPERIENCES
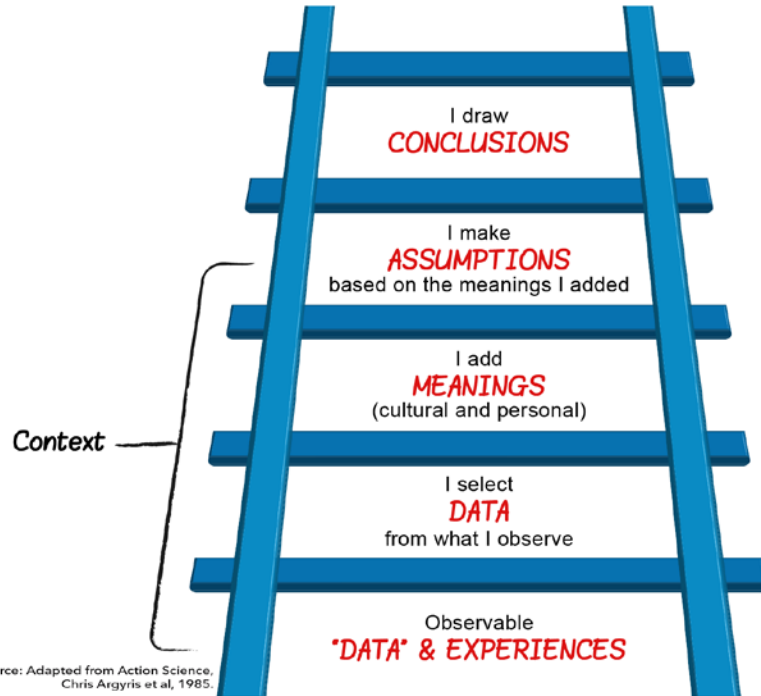
Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
I adopt Beliefs about the world

I adopt
BELIEFS
about the world

I draw
CONCLUSIONS

I make
ASSUMPTIONS
based on the meanings I added

I add
MEANINGS
(cultural and personal)

Context

I select
DATA
from what I observe

Observable
"DATA" & EXPERIENCES

Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
I take Action based on my beliefs
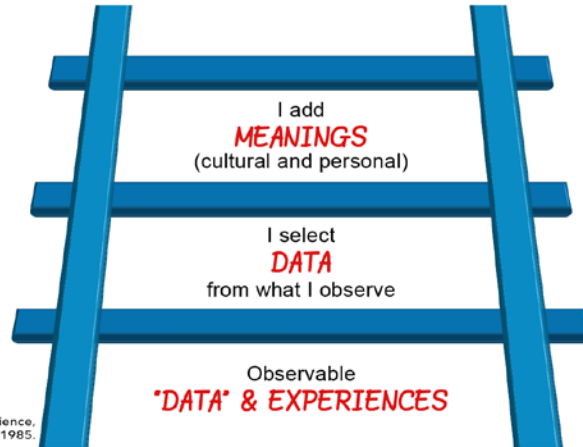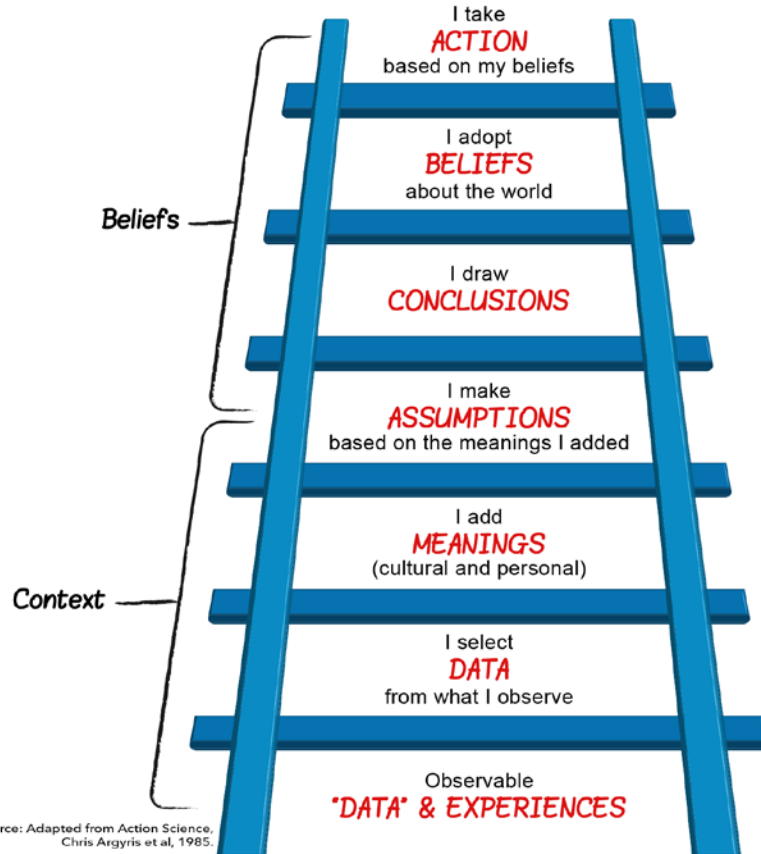

Source: Adapted from Action Science, Chris Argyris et al, 1985.

Ladder of Inference

The Ladder of Inference – Avoiding 'Jumping to Conclusions'

Source: Adapted from Action Science, Chris Argyris et al, 1985.

Ladder of Inference
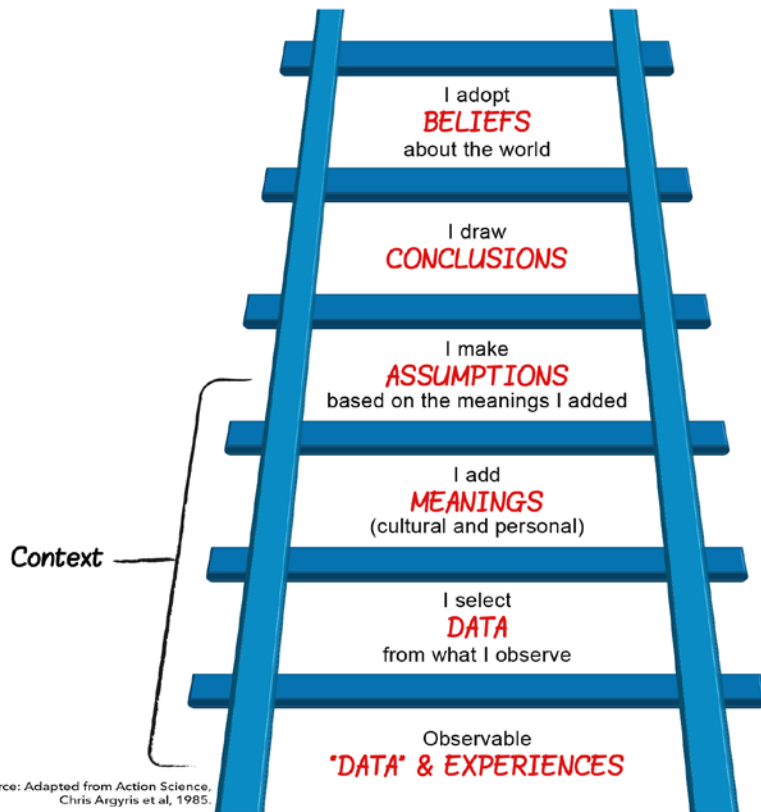The Reflexive Loop – Our beliefs affect what data we select next time

I take
ACTION
based on my beliefs

I adopt
BELIEFS
about the world

Beliefs

I draw
CONCLUSIONS

The Reflexive Loop

I make
ASSUMPTIONS
based on the meanings I added

Our beliefs affect what data we select next time.

I add
MEANINGS
(cultural and personal)

Context

I select
DATA
from what I observe

Observable
"DATA" & EXPERIENCES

Source: Adapted from Action Science,
Chris Argyris et al, 1985.

Ladder of Inference
The Reflexive Loop – Our beliefs affect what data we select next time

I take
ACTION
based on my beliefs

We live in a world of self-generating beliefs which remain largely untested. We adopt those beliefs because they are based on conclusions, which are inferred from what we observe, plus our past experience.

Our ability to achieve the results we truly desire is eroded by our feelings that:
- Our beliefs are the truth.
- The truth is obvious.
- Our beliefs are based on real data.
- The data we select are the real data.

Observable
'DATA' & EXPERIENCES

Source: Adapted from Action Science, Chris Argyris et al, 1985.

Ladder of Inference

The Reflexive Loop – Our beliefs affect what data we select next time

I take
ACTION
based on my beliefs

I adopt
BELIEFS
about the world

Beliefs

Skilled coaching, science, process, and models can help us avoid leaping up the Ladder of Inference!

MEANINGS
(cultural and personal)

Context

I select
DATA
from what I observe

Observable
'DATA' & EXPERIENCES

Source: Adapted from Action Science, Chris Argyris et al, 1985.

Learning Journey
Learning Cycle – 5 Phases

|	
DEFINITION	*"I understand what you're talking about."*
VALIDATION	*"I understand why it's important."*
ASSIMILATION	*"I know how it works and feels."*
INTEGRATION	*"I can see how I'd incorporate this in my day-to-day life."*
TRANSITION	*"I understand the relationship between this topic and the one we're about to discuss."*

Learning Journey
Learning Cycle – 5 Phases

1. In the **Definition Phase**, the workshop leader describes the meaning of a particular concept or group of words. By the end of this phase, participants understand the concept being explored and why it is being introduced.

2. During the **Validation Phase**, the workshop leader substantiates the value of the concept in a sound and meaningful way. By the end of this phase, participants appreciate the importance of the concept and are willing to "try it on for size."

3. The **Assimilation Phase** provides participants with an opportunity to experience the concept, model, or technique. By the end of this phase, the participant has identified with the concept, model, or technique and is aware of its impact on his/her personal performance or experience.

4. The **Integration Phase** starts when the participant sees how the concept, model, or technique can be incorporated into current day-to-day practice. By the end of this phase participants have started blending the concept into their behavioral or attitudinal repertoire.

5. The **Transition Phase** occurs as the workshop leader builds the bridge from one major concept or model to another. The Transition Phase is complete when the participants have consciously moved on from what they have just learned, and are aware of the reason for moving on to the next topic.

The Learning Pathway — Transition, Definition, Validation, Assimilation, Integration
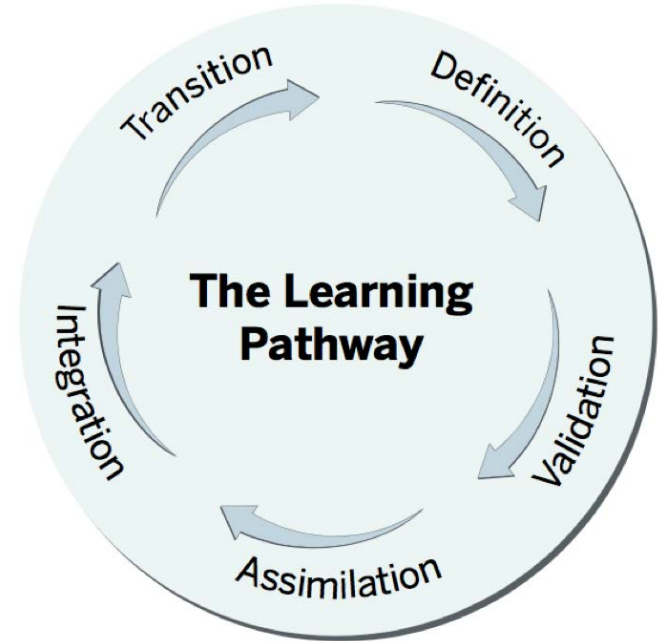
Learning Agreement

- **Our** expectations of the learning process

    - *An open mind & attitude*
    - *Participation*
    - *Ask questions*
    - *No judgement*
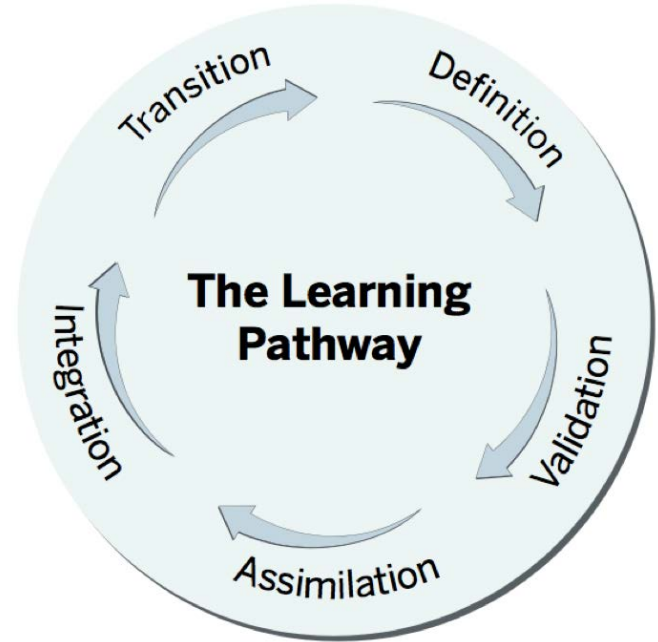   - *Enjoy the process*
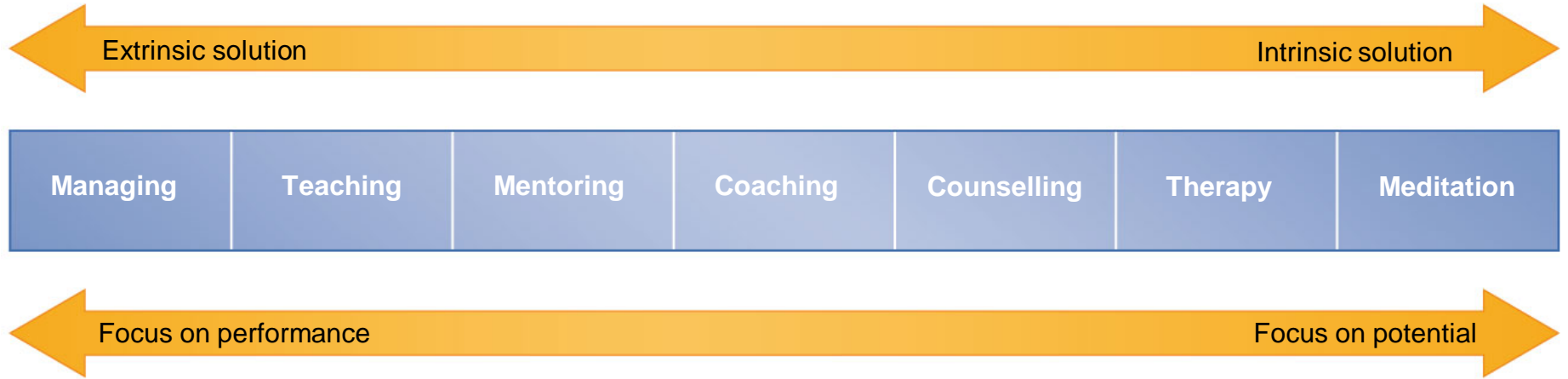
- What are **YOUR** expectations?

Table of Contents

What is Coaching?

Where coaching fits in

Extrinsic solution → Intrinsic solution

| Managing | Teaching | Mentoring | Coaching | Counselling | Therapy | Meditation |

Focus on performance → Focus on potential

What is Coaching?
Where coaching fits in

What is Coaching?

What is the goal?
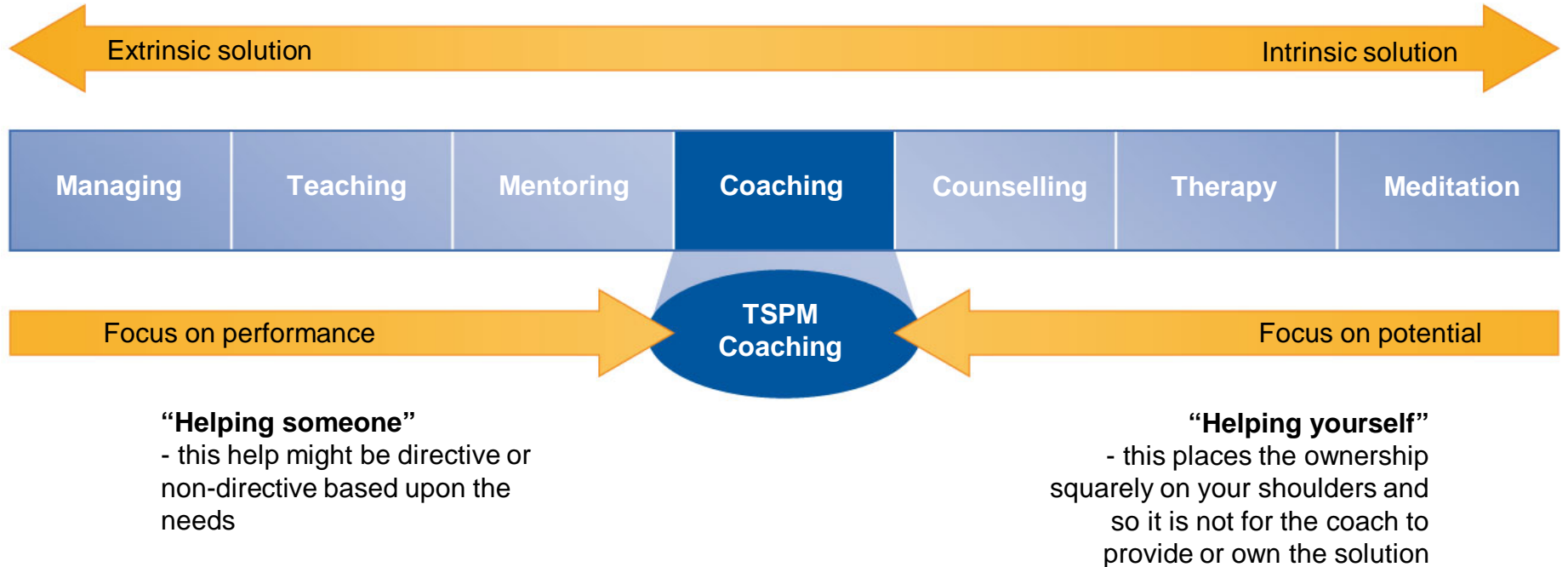
Value through sustainable change

What is Coaching?
What is the goal?

> **Value through**
> **sustainable change**

- **Change** – Something must be different at the end of the coaching process.

- **Value** – the main gain is the value derived from the change – not the change itself.

- **Sustainability** – coaching that doesn't help isn't coaching.

The change process tends to often be a rush towards "fixing the problem".

But experience shows that successful and sustainable coaching is driven by a willingness to embrace and understand these principles.
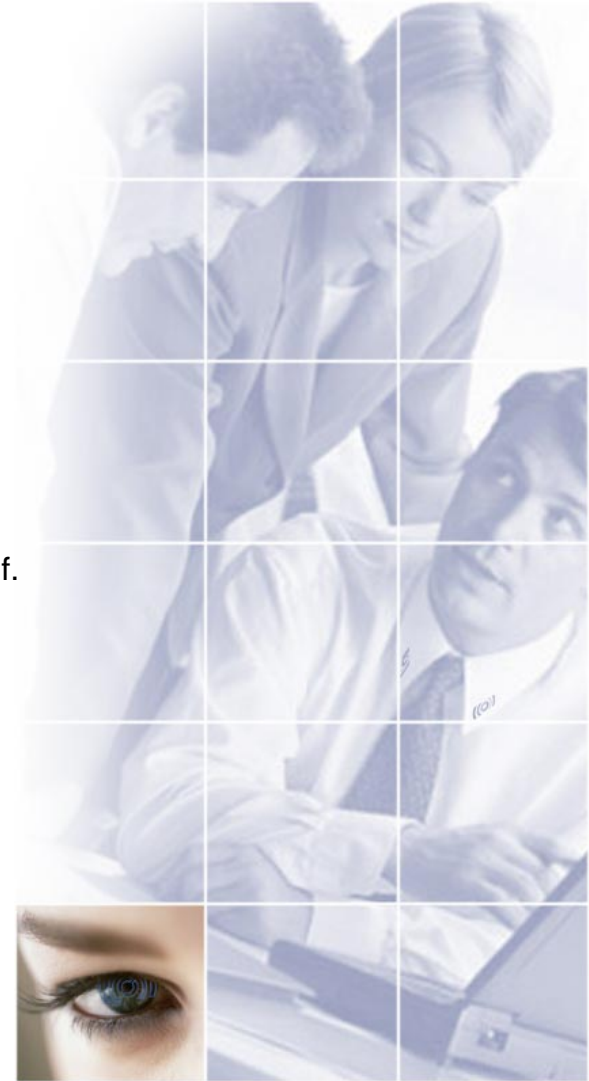
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