

SESSION 1 – TALENT STRATEGIES

SPEAKER: PETER CAPPELLI

PRACTITIONER PRESENTATION: MARS, INC. – ANDRE MARTIN

TALENT STRATEGIES

Let's assume talent becomes more transitory. We begin to see there are new efficiencies in allowing teams to form around products and new initiatives, and disband when projects end. The organization begins to watch how people migrate to projects to see which are generating the most buzz and which foretell innovations that have the greatest potential.

Under a scenario like this:

Table 1: What are the implications for developing future leaders?

Table 2: In some cases, organizations might decide to allow leaders to emerge as these teams form. This supports new ideas about self-organizing teams. What types of programs and development activities would be considered as methods to develop leaders who *emerge*?

Table 3. Giving the conditions described in Question 2, do people responsible for leadership development have a role in assisting leaders who emerge? What are the characteristics of the new role?

Assume that a dynamic, global marketplace throws change at organizations at an unprecedented pace. It's possible that useful skills of yesterday (knowledge of television advertising) or even today (knowledge of buying Google Ad Words) become outdated almost before we recognize that business conditions have changed. People who were vital contributors yesterday must be rapidly re-skilled or replaced.

Table 4. What changes must we make to help leaders assess and recognize individual and team competence in this rapidly changing environment?

Table 5. What changes can we project will be needed in how we define talent needs, and identify, assess and select potential candidates for future conditions? How might this influence how we select and develop people with high potential, and even the company's succession plan?

Table 6: Can we predict what factors will go into future build versus buy decision around talent? Do we need to better understand the timeframes for re-skilling

certain job roles so that we are better prepared with hard data to support build-versus-buy decisions? (i.e., Boeing needing to teach engineers and sheet metal workers how to work with composite materials.)

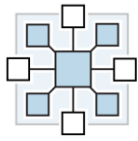
Table 7: Given the possibilities of significant change, what new information will we need to track on talent to ensure we have a comprehensive view of organization capabilities?

We likely need to re-envision systems and structures that are currently in place to manage talent, how we identify organization capabilities and track the overall performance of talent. We also recognize that cultural diversity will be important to success when we begin to do business in new parts of the world. The following questions begin to address these new needs.

Table 8: What are the implications for performance management practices, if any? Are there ways to assess performance potential – looking forward, rather than backward?

Table 9: What are the implications for technologies we use to track talent? Will we need technology and new methods that will allow communities to help us identify experts and leaders? What are the implications for finding experts and leaders in our supplier and partner communities? Define the organization barriers that may inhibit new ideas about how we identify and management talent. What suggestions do we have to address these barriers?

Table 10: What kinds of measurement systems must we devise to inform the organization about the success or weaknesses in its talent strategies?



SESSION 2 – GLOBALIZATION

KEYNOTE SPEAKER: STEPHEN KOBRIN

PRACTITIONER PRESENTATION: MARY UHL-BIEN, JUDGE OF LEADERSHIP AWARD CATEGORY

GLOBALIZATION

The global marketplace is creating a massive structure of connections, relationships and dependencies that many of us can't yet even fathom. There are new markets emerging, new ways to connect with customers, new opportunities to engage more people in driving innovation. We can't predict all the ways these emerging dynamics are going to impact our businesses, but we can begin to think about how we'll build new flexibility into learning and leadership development programs so that we can easily adapt as we're presented with change.

Table 1. What are the top 3 globalization issues that are not receiving enough attention in current learning and leadership development programs? What are the steps we must take to close these gaps?

Table 2. Western management practices don't always translate easily to emerging market countries. How should we adjust leadership development programs to account for this fact? Should all leaders learn multiple styles? Should we create unique programs in each region? Do we have a problem with different styles coming together as leaders move up in the organization?

Table 3. How do we help leaders find ways to maximize the potential of the global marketplace (i.e. teaching them more about networked economy, small, niche markets and how to reach them?) Are there any gaps in how we are developing leaders today?

Table 4. Do leaders have adequate knowledge of the technologies that are enabling the global marketplace? (Collaboration tools, virtual worlds, social networking, Software as a Service, cloud computing). Are our organizations potentially missing opportunities because leaders don't know how to incorporate new technologies into the way they work? How can and should we respond?

Table 5. Proctor & Gamble figured out how to increase the number of scientists helping it drive innovation by opening up their projects to 1.8 million scientists around the world through their Connect & Develop initiative. How can help organization leaders learn how to tap a much larger community in the pursuit of solutions to their challenges?

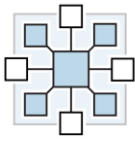
Table 6. What innovative methods can we develop to help expose leaders and key talent to other industries, other cultures, other regions of the world in order to expand their world-views and find solutions in places they don't normally look. Be creative.

Table 7. What do we need to do to recognize and possibly integrate the ideas of nationalism and national values with the organization's own values and culture? Do we need to help leaders understand the conflicts that might arise between loyalty to a nation versus loyalty to a company? What suggestions can the group offer as food for thought on this issue?

Table 8. What new methods are you exploring to teach leaders how to better analyze and study their competitors in other parts of the world? How can you prepare them to see disruptions that are on the horizon?

Table 9. Working in a global economy presents some very practical challenges related to time zones, language challenges, differing work ethics. We need diverse perspectives and contributions from many sources. What ideas and methods can we teach leaders to help them reduce the impact of these challenges on productivity and team output?

Table 10. When an organization acquires or merges with another that operates primarily in another country, what are key factors we need to consider to effectively integrate the two companies? What are the ideas that work?



SESSION 3 – ORGANIZATION LEARNING

SPEAKER: STANTON WORTHAM

PRACTITIONER PRESENTATION: CIGNA – KAREN KOCHER

ORGANIZATION LEARNING

Organization learning will be a key factor in how organizations confront rapid and continuous change in business. Some organizations suggest that their knowledge management strategies, which tend to capture historic knowledge, may not be as valuable moving forward as they once thought because they need to learn what could work in the future. They are seeking ways to foresee future conditions, and to learn as they go.

To maximize the value of organization and direct it to the right targets we must answer:

Table 1: How can we embed learning in the execution of our business strategies? Try to come up with some practical examples of how this can work.

Table 2: What must change in current learning and development programs to help leaders and their teams learn their way through their current day-to-day challenges?

Table 3. Do people responsible for learning and leadership development need to change mental models from a “teaching” perspective to one of “helping people learn” or even learning alongside students? Is this a more powerful concept if we can’t teach people to master every situation they might encounter? If your answer is yes, how do we accelerate this mindset shift across our own industry?

Table 4. If business becomes more complex and job roles are increasingly specialized, corporate training may require specialists to do the majority of training. What role can or should learning practitioners play in such an environment?

Table 5. How do we create the opportunities that will help people find the profound learning in the nexus of theory and practice? How do we teach people to use their everyday activities as a source of inquiry, and to cycle through learning, action and experience as they pursue the best path forward?

Table 6. What do we need to think about and understand that will improve our relationships with external partners who will support our learning programs moving forward? Are their contractual issues? Co-design concepts? Intellectual

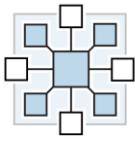
property considerations? Proof of value considerations? Extended support and follow-up? What else?

Table 7. If learning becomes more embedded and integrated into the execution of initiatives and strategies, do we find a new way to measure the value of learning by tying our results more closely to those initiatives and strategies? Is there a tighter cause-and-effect relationship, or are we still confronted with the extraneous variables that can hide the value of learning's contribution? What might be our future approach to measurement?

Table 8. If, in our effort to differentiate our businesses, our associates will be required to develop deep expertise, and to layer in other expertise by working across boundaries and borders, might we be required to facilitate learning across these knowledge value chains? Can we see ourselves in the role of helping the people working inside the value chains understand the context of their work? Should we have a role to assemble resources, materials, processes to help them learn as they go? How can we add value in this environment?

Table 9. What about our existing organization cultures needs to change so that organization learning can improve? Keep in mind that culture is set by attitudes, history, the differences between what leaders say and what they do, the behaviors that are rewarded? What steps must we take to change culture to one that is more supportive of learning, that accepts failure as an opportunity for learning and that might even find new business opportunities by analyzing what the organization is learning or has learned?

Table 10. Some leaders suggest they've learned the most and learned fastest when they've been forced to deal with crisis situations. Why do you think this type of environment might be particularly conducive to learning? Can we recreate this type of environment to get leaders ready faster, to accelerate the speed at which we act on a critical initiative? What kinds of things could we do to create such an environment?



SESSION 4 – IMPLEMENTING STRATEGY

KEYNOTE SPEAKER: JOSEPH RYAN

PRACTITIONER PRESENTATION: IBM – SANDY CARTER

IMPLEMENTING STRATEGY

As technology, global logistics and creative financing methods make it easier for new competitors to emerge in many industries, businesses will struggle to differentiate their products and services and maintain customers and profit margins. Leaders will find it increasingly difficult to settle on the best strategies, and will need to build greater adaptability into execution plans as they find they need to adjust their strategies. Learning and leadership development programs can support leaders and employees in making better decisions and in building flexibility into execution if we can address the following:

Table 1. Can we leverage leader-as-teacher and customer-as-teacher programs to strengthen the connections between strategy and execution, and to create double-loop feedback to better inform both? What must we introduce into these forums to strengthen their effectiveness toward this goal?

Table 2. How can we help leaders become better decision makers? Can we create more opportunities (real or simulated) that can expose them to conflicting information and difficult tradeoffs?

Table 3. Philosophy teaches much about inductive and deductive reason and how to determine flaws in our logic. The Argument from Respect for Authority occurs when people accept the opinion of experts even when there is evidence to the contrary; for example, making bad mortgage loans because experts claim the price of houses hasn't fallen in 50 years. Should we begin to expand leadership programs to include teachings on philosophy, and possibly other things like economics, biology, new technologies? What might we do to address these new areas?

Table 4. Professor Ryan asked the question, "how do we serve as strategic thinking partners to the General Manager?" He described the characteristics of a "trusted advisor." What do we need to change in our relationship and in our services to the business to better serve in the role of "trusted advisor?"

Table 5. Give us a 100-day plan for a learning and leadership development program. In other words, what is something amazing, dramatic and impactful that a learning team could do in a 100-day timeframe? Be creative.

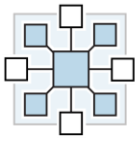
Table 6. What should we do to better acknowledge the idea that Executive Education is Research & Development? What immediate ideas can we consider to convert classrooms and executive forums to laboratories where brilliant ideas can be developed and cultivated?

Table 7. If companies tend to get too focused on operational improvements because those may be easier to see and do, and are less risky, how might we influence a shift? Do we have the ability and the courage to put less emphasis on ideas like Six Sigma and other efficiency ideas, and more on hearing the voice of customers or strategic thinking or developing networks?

Table 8. If senior leaders are notoriously poor at communicating the strategy with enough detail that people can understand how to operationalize it, can we make a contribution here by incorporating more about the strategy into more of our learning programs? Can we help by creating exercises that help people connect their work to the strategy? What ideas can we try?

Table 9. Can we help our leaders develop a teachable point of view so that they can teach their own teams and others what is most important about the business? How can we create an environment that encourages managers to share their teachable point of view? What steps can we take immediately?

Table 10. What role can we play to determine if the company has the right skills in place when the strategy shifts? Are there any tools we can implement to better monitor the skills we have, and compare those frequently with skills we need? How can we get the best from our learning and Human Resources technology to help the organization get a better idea about its people potential?



SESSION 5 - ROLE OF LEADERSHIP IN CHANGE

SPEAKER: CHARLES DWYER

PRACTITIONER PRESENTATION: SATYAM – ED COHEN

Organization Change

Businesses have always experienced change. But the pace of change is accelerating at a rate the world has never before encountered. In a networked economy and environment where customers take part in design, user communities drive innovation and partners share risk, organization leaders can't possibly grasp the details that lie within the millions of relationships that are forming.

Under these conditions, we may need a broader perspective about how we support organization change. What can we do to prepared if the locus of innovation begins to shift to emerging markets, if the lifespan of products and services is significantly shortened, if we begin to struggle with defining the unique value we add to customers. How will we teach leaders to recognize the signs of change, and build the flexibility in their teams and processes that will be necessary to continually adapt.

To help prepare organizations and leaders to see and adapt to change, we should address the following questions:

Table 1: What, if anything, must change about the way we select future leaders to find those who are ready and willing to let go of old mental models, and will have the capacity to embrace a new game with new rules.

Table 2: How can we help leaders sense change? What tools and techniques can we teach them now so that they are prepared when change accelerates?

Table 3. What can we do to prepare for a possible condition where job skill and knowledge requirements are continually changing? Imagine if the disciplines of science, marketing, technology, engineering, business, international trade and other areas create a condition where job skills are rendered obsolete in a year or less, and there is no such thing as a generalist in any profession?

Table 4. What is our role in helping the larger organization (potentially the entire workforce) understand the drivers of change, the ramifications of continual change on jobs and personal lives, and the realization that leaders may have to make constant adjustments to our work to keep us in the game?

Table 5. In the technology revolution, IT skills became obsolete quickly. Software developers and engineers had to continually come up to speed on a multitude of development languages, software, hardware, networking devices and so on. Eventually, development moved offshore and knowledge work began to migrate to new parts of the world. What are the lessons we can we learn here to prepare people in other disciplines? Are there tools, processes, concepts (like community) that we need to build into our learning programs now to prepare for the future?

Table 6. What ideas do we have to improve or change the way we develop leaders that will help them develop a greater capacity for change and adapting to evolving conditions?

Table 7. Think about the onboarding process and the experience the organization is trying to create for new employees. What must we consider to create a flexible on-boarding process that anticipates a world of constant change?

Table 8. Should we be considering the ramifications of change – not just at the macro level of the organization and the broader system – but at the micro level where individual employees engage and interact with customers, suppliers and partners. As the organization pushes decision-making closer to the front lines: do we have a role to capture and disseminate change (i.e. new successful practices)? Do we have a role to facilitate how the organization learns from those interactions?

Table 9. We will be called to support organizational learning and change in way that will enhance the quality and impact of participation by many stakeholders – employees, customers, partners. Some suggest a framework that encourages teaching and learning together. Elements include a living document that follows the group's intentions, shared histories, and collective inquiry. How do we create or support these environments?

Table 10. How do we help our organizations let go of their control on data and information, and develop more openness and trust at precursors to transformation and change? What is the potential that could be unleashed if people had more visibility into marketing data, customer and employee satisfaction studies, competitive and industry data, strategic planning information? If this a substantial, seemingly insurmountable problem, is there a grass roots approach that could work?