



# LEarning from Analogies

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**WORK PACKAGE 3: STATE OF THE ART AND NEEDS ANALYSIS**

**DESK RESEARCH**

**OIC Poland Foundation**

Monika Wawrzeńczyk-Kulik



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## Introduction

### a. The aim of the research

The present study was prepared as part of the Learning from Analogies Project, which is financed from the European Union funds and in particular Leonardo da Vinci Project. The presented document was prepared on behalf of the Polska Fundacja Ośrodków Wspomagania Rozwoju Gospodarczego "OIC Poland" – partner within the Project, responsible for Work Package 3 State of the art and needs analysis.

This document major aim is to present knowledge on the Project subject gained as a result of making existing data study desk research. The specific aim of desk research, as part of the training needs analysis is to identify most effective non-traditional and non-formal training models for the development of transversal competencies by scanning EU best practices supporting those competences development with multidisciplinary training methodologies.

### b. The scope of the research

Best practices to be analyzed as this part of the training needs analysis were selected according to the criteria assumed in the Project Task Planning document:

- Content criteria - practices that are oriented to core transversal competencies (e.g. decision making, leadership, problem setting and solving)
- Promoter's criteria –training offers that are promoted by leading institutions in the given (EU) country; which deal with innovative approaches to learning and education and in particular teaching methodologies with a particular emphasis on the informal/multidisciplinary learning methodologies.
- Target groups criteria –training offers that are focused on adult education and in particular on entrepreneurs and managers





### c. The major methodology of research and sources exploited

Three resources were used as means to identify cases of best European practice in line with the scope of the research:

- Online research – searching through the data available online on internet both reaching directly specific sites and using search machines. Among the specific sites to be reached there were:
  - Management development professional associations websites like European Foundation for Management Development (Excellence in Practice Award winners), Chartered Institute of Personnel Development, Polish Association of Personnel Management,
  - Management development/business schools websites
  - Business and management oriented magazines and publications websites e.g. Financial Times periodic rankings of business schools and open executive programs
- Published sources – brochures published by organizations and education/training providers
- Magazines and publications – e.g. Harvard Business Review



## 1. Best practice cases (training programs) considered

The first stage of research was to identify programs that were described or promoted as innovative, using non-traditional methods of learning in the area of transversal management and leadership competencies. At this stage over a dozen of programs were selected to further analysis. There were degree under and post graduate programs, open, short, non-degree programs and customised company programs.

The more detailed readings of the available materials revealed that descriptions of methods using such terms as innovative and non-traditional often refer to the experiential learning notion and involve case studies, simulations, visits, communication and visual workshops. Most of the initially identified programs described their learning models with experiential learning sessions as components of the whole learning process. Some of the examples are:

- A commando training course with Marins Commandos in Lorient to develop leadership and team awareness – Executive MBA, Rouen Business School  
[\(http://www.paris-executive-campus.com/index.php/EN/formation/executive-mba/\)](http://www.paris-executive-campus.com/index.php/EN/formation/executive-mba/)
- Business negotiations and simulation of strategic decision making – Senior Executive Program, SDA Bocconi ([www.sdabocconi.it](http://www.sdabocconi.it))
- Discovery visits (“the best method for bringing abstract *classroom* discussions on global trends and mindsets to life”) at U.S. Government Office of Refugee Resettlement and Istanbul’s Grand Bazaar – The Global Early Careers Program, Saïd Business School, University of Oxford and BAE Systems, Inc. (“Trusted, Innovative, Bold – Building Global Mindsets for a Global Guture, Saïd Business School, University of Oxford and BAE Systems, Inc. [www.efmd.org](http://www.efmd.org)).



The final choice for the programs to be described in more detail as cases of best practice relating to the use on non-traditional methods in development of transversal management and leadership competencies development was given to those programs which adopted experiential learning methodology as a major one and built the whole learning process around it and did not use it only as single component. Attention was given to the faculty and who was involved in teaching, in particular whether they have experience in innovative teaching methods. In line with the assumptions of the Project's end users the consideration was given to open, short programs dedicated to practicing managers and the newest programs were taken into final analysis.



## 2. Best practice cases (training programs) description

### Proteus – Inspiring leaders through creative encounters

London Business School

[www.london.edu/proteus/](http://www.london.edu/proteus/)

The focus of the program is “to examine the role that structures and organisations have to play in the wider context of society”. The course is an invitation to consider the contribution each participant as a leader brings to the organization, emphasizing social and ethical implications in the light of current features and challenges of business environment. The learning methodology of the course involves” the use of visual and dramatic arts to liberate creative forces”. Each of the key themes of the course is accomplished with “encounters in the field” which enter other than management domains.

### The challenge of leadership

INSEAD

[http://executive.education.insead.edu/challenge\\_leadership](http://executive.education.insead.edu/challenge_leadership)

This leadership development program recognizes that in majority, executives adopt rational analysis in their decisions affecting organisations. Therefore it aims to draw attention, convince and prepare to deal with irrational and emotional aspects of human behaviour and its influence on the functioning of the organisations. The expected result is development of capabilities to diagnose toxic organisational cultures and dysfunctional processes. Methodology that is applied to develop those capabilities reaches beyond management boundaries; it “employs a clinical framework, which draws upon disciplines including psychoanalysis, development psychology, cognitive theory, and applies this to business”.



### **Oxford Strategic Leadership Program**

Saïd Business School University of Oxford

<http://www.sbs.ox.ac.uk/execed/leadership/slp/Pages/default.aspx>

The program in its merit deals with current strategic leadership issues but in terms of methodology it “builds on innovative experiential learning that will take you out of your comfort zone. These experiences are a catalyst; they are designed to encourage you to think deeply about yourself as a leader”.

### **Orchestrating Winning Performance – The global business program for individuals and teams**

IMD

<http://www.imd.org/executive-education/owp-home/>

The winning of open executive programs of Financial Times 2012 ranking offers the widest selection of topics critical to current management faced with global challenges. As to the training methodology applied, the available materials mention “mind-expanding non-traditional sessions run by renowned keynote speakers” parallel to more traditional forms. However no more information on the specific nature of those sessions is available.

### **Benedictine Program of Management. Workshops of Effective Leadership**

The Benedictine Institute of Culture. Benedictine Abbey in Tyniec

[www.benedyktyni.eu](http://www.benedyktyni.eu)

The Rule of St. Benedict is a set of ethical principles that became a fundament of monastery life. The long history and success of Benedictine Order proved the efficiency of those principles related to management. Currently The Rule of St. Benedict gives inspiration to modern organisations showing simple and clear guidelines in the areas of leadership, people management and organisation. Workshops are run at the premises of monastery where the participants can not only study The Rule but experience the life of monks in a realistic environment.



### 3. Best practice cases fact sheets

#### Fact sheet 1

##### *Proteus – Inspiring leaders through creative encounters*

##### *London Business School*

##### Course structure

- Day 1 – Human nature  
The place of the human species in nature and how this translates into the cultures, structures and contradictions of contemporary society
- Day 2 – Global development  
What individuals and institutions can do to navigate the competing challenges of globalization, demographic change and environmental transformation
- Day 3 – Scientific discovery  
Deeper understanding of how the creation of knowledge and technologies underpins economic development and business innovation
- Day 4 – The creative spirit  
Artistic invention and theatrical ensemble as models for creative process, personal creativity, leadership and group dynamics
- Day 5 – Transformational leadership  
Roles and choices in building ethical, well balanced societies
- Day 6 – Personal path finding  
Forces that shape the lives of leaders and how you can enhance control over the leaders’ destiny and legacy

##### Didactic methods

A collaborative learning environment and diverse learning methods, which inspire in many different ways.

The use of visual and dramatic arts to liberate creative forces

Specific content areas enriched with encounters in the field:

- London Zoo
- London’s East End and Docklands



- High tech business / laboratories in historic Cambridge
  - Visual and theatre arts experience
  - Art gallery and college visit
- Autobiography workshop

**Participants profile and selection**

Course targeted at Senior managers and Board level

- Intellectually curious senior professionals and leaders from all over the world who are at the mid to late career stage
- Senior professionals from all spheres of business and from the public, private and non-for-profit sectors
- Open-minded explorers; people who love to learn and experience new things
- Change agents; people who want to make a difference and leave a lasting mark
- Reflectors; people who want to consider the deeper ethical and social implications of their roles and their business objectives

**Promotion strategy**

Slogan: "The most innovative and challenging leadership programme in the world"

Methods:

- LBS websites
- on line brochure
- Press articles
- Professional associations websites

**Duration**

- 6 days

**Pricing**

- 11 500 GBP (app. 2090 EURO per day)



## Fact sheet 2

### The challenge of leadership

INSEAD

#### Course structure

##### Organisational diagnosis and change

- Organisational diagnosis
- Understanding national and corporate culture
- Dealing with the “undiscussables” of organisational life
- Group dynamics and team-building
- Creating a Coaching Culture
- Social defences
- Personal and organisational change processes and transformation processes
- Interpreting non-rational processes
- Emphatic listening
- Dealing with transference and countertransference issues

##### The executive life

- The dynamics of power and influence
- The failure factor in leadership
- Authority problems in management
- Regressive behaviour in organisations
- Defensive reactions and coping styles
- Stress symptoms in organisations
- Managing disappointment
- Emotional intelligence
- The Leader as Coach

##### Practical problem solving and career planning

- A better understanding of your leadership style
- Uncovering “blind spots” through multi-party feedback
- Process consultation – “critical incident” method
- Managing interpersonal conflict



- Learning how to coach
- Life and career planning: establishing a balance

**Didactic methods**

This programme combines the characteristics of being group oriented, reflective and clinical. First, this means that the personal experiences of the select community built during the course get frequent airing. This helps leaders consider their behaviour, increasing their ability to act, reflect and then refocus their actions. They thus become what is referred to as “reflective practitioners”. Lastly, the programme uses a clinical framework, drawing on psychoanalysis, family systems theory, developmental psychology, cognitive theory among other disciplines, and applying them to business.

**Participants profile and selection**

Program is designed for senior executives who already occupy significant leadership positions, including: top managers in large and medium-sized corporations; senior partners in professional firms; senior executives in non-for-profit organizations; entrepreneurs; owners of large family businesses; Board members of any such organizations. Selection features:

- confidential application form: response to the question of objectives and personal profile
- interview with Program Director
- full commitment to be present during all four modules

**Promotion strategy**

- Websites
- On-line brochure

**Duration**

- Total of 19 days in four modules

**Pricing**

- 31500 EURO (app 1660 Euro/day)



### Fact sheet 3

#### Oxford Strategic Leadership Program

Saïd Business School University of Oxford

#### Course structure

Strategic leadership cannot be reduced to a list of discrete components or skills. This realisation is the starting point for the OSLP. Choice of topics from the recent program (May 2012):

- Leadership as an Improvisational Art
- Future Opportunities & Risks
- Strategies for Change
- The state of the Union-Europe
- What Leadership can learn from Design Thinking
- Designing for the Future Leadership Challenge
- The Leadership Zone: A psychologists Perspective
- Leadership and Humanities
- Leadership and Performance
- How to Thrive in a Digital World
- Leadership Lessons from the War of Iraq
- Convening, Conflict & Coherence – a Leader’s Lot
- Visual Communication Workshop
- Lessons from the Future: Thriving on Turbulence
- Inspirational Leadership

#### Didactic methods

- The programme draws on the arts extensively – music, theatre, poetry, photography are all used to bring new perspectives to the narrative of leadership
- Flexibility within the programme design enables you to concentrate on your own learning agenda.
- Focused tutorials, sessions on practical leadership topics, and time to reflect means you can find ways to address your immediate leadership challenges, but also take time to consider longer term planning and problems.



- Intellectual inputs (theories and perspectives) are juxtaposed with experiential sessions (such as music, theatre, poetry).
- Time to reflect and digest is crucial to the success of the programme design, and through this, a level of intensity is created – very different from the pressure of everyday work and deadlines.

**Participants profile and selection**

Having already held senior leadership positions for many years, the average age range of participants is between 40–55 years.

Over the past 30 or so years, participants on the Oxford Strategic Leadership Program have been an eclectic mix of leaders from around the world – CEOs, leaders of political parties, head teachers, defence chiefs, senior partners of law firms, industrialists, regulators, central bankers, civil servants, entrepreneurs – to name a few. Nonetheless, despite their different backgrounds, they have been united by a common desire to learn and to develop better minds, hearts and hands.

**Promotion strategy**

“The program surprises people – but it’s often their own response to the week that surprises them more”

“Leadership skills are live skills”

- websites
- brochure

**Duration**

- 5 days

**Pricing**

- 11000 GBP (app 2530 Euro/day)



**Fact sheet 4**

**Orchestrating Winning Performance – The global business program for individuals and teams**

**IMD**

**Course structure**

The program is structured around plenary sessions on new topics every day and dedicated streams throughout the entire week (electives). In the evening, you will participate in mind-expanding non-traditional sessions run by renowned keynote speakers.

Plenary sessions (Switzerland):

- Reinventing Corporate Culture: Learning from the East
- Being Cheaper, Faster and More Innovative: Lessons from China
- Value Creation: The Power of a Business Model
- 19.95 Lessons in Pricing: Capturing Value and Avoiding Commoditization through Pricing Excellence
- Economic Megatrends: Has Shifting Trends in Economic Power Affect Business Strategies and Global Governance
- Better for Women, Better for Everyone: Challenging for Organizing and Performing
- The Sustainability Challenge: A Question of Leadership
- Building Talent Intelligence
- The Fall of Employer and the Rise of Employee Power

Plenary sessions (Singapore):

- Global Brands: How to Create Them and How to Grow Them
- From Imitation to Innovation: How Emerging Market Firms Move up the Value Chain
- Building Execution Capabilities
- The Art and Practice of Corporate Reinvention
- Responsible Leadership: The Next Business Transformation
- Effective Boards

Electives (Switzerland):

- Accelerating Individual and Organizational Transitions: The First 90 Days



- Leading the Family business: Leveraging Complexity for Outperformance
  - Capturing Corporate Value
  - Leading Global Transformations: Lessons from East and West
  - Sharing Leadership for Team Effectiveness
  - Does Business Mean Progress
  - The Reflective Executive: Critical Thinking for Better Decision
  - From Customer Insights to Driving Growth
  - The Drive for Simplicity: Revisiting Complex Organizations Processes and Structures
  - Engaging Stakeholders: Delivering on the Triple Bottom Line
  - Developing the Right Strategic Priorities: A Team Approach
  - Leading for the Future
  - Inventing, Innovating, and Radically Redefining business Models: Growth in Times of Uncertainty
  - Leveraging Strategic Partnerships for Competitive Advantage
  - Regulatory Challenges: New Realities in a Global Economy
  - Building the Keystone Habit that Drive Cultural Transformation
- Electives (Singapore):
- Delivering High Growth Profitability in Dynamic Markets
  - Customer Star: How to Build a Customer-Centric Organization
  - Driving Innovation to the Next Level
  - Leading Diverse Teams
  - From Local to Regional to Global: Leading the Organizational Journey
  - Building, Developing and Retaining Talent
  - Corporate Governance
  - Leading Cultural Transformations: Lessons from East and West

**Didactic methods**

You will learn through timely, practical research material, real-life case studies, active class discussions and extensive group work.

In addition to IMD's world-class Faculty you will hear and meet industry experts CEO's



and inspiring thought leaders in fields outside of business.

**Participants profile and selection**

OWP is designed for both individuals and teams and is attended by a large pool of international executives from a wide range of industries.

**Promotion strategy**

“1<sup>st</sup> in open programs worldwide Financial Times rankings, 2012”

- Website
- Brochure

**Duration**

- 6 days in one location (two locations: Switzerland and Singapore; possibility to participate in one or both locations)

**Pricing**

- 12000 CHF per 6 days (app. 1640 EUR/day)



**Fact sheet 5**

**Benedictine Program of Management. Workshops of Effective Leadership**

**The Benedictine Institute of Culture. Benedictine Abbey in Tyniec**

**Course structure**

- The rules of effective actions
- “Management” and managing oneself: in search of balance
- Actions based on “moral competences”
- Life mission and mission implementation
- Decision making in the spiritual context
- Relationship management
- Leadership as a duty: leader as a person and management of others
- Motivation and delegation of responsibility

**Didactic methods**

The starting point is the confirmed belief on the extraordinary timely kind of recommendations given by rules of St. Benedictine in the contemporary world. Parallel analysis of the functioning of monks and lay people, monastery and a company enables the discovery of effective ways to improve quality of management.

**Participants profile and selection**

- Managers of companies and non-profit organizations

**Promotion strategy**

- Website
- articles in professional press, book

**Duration**

- 3 days

**Pricing**

- 400 pln (app. 35Eur/day)



## 4. Best practice cases comparative analysis

### Course structure

The structure of the analysed courses corresponds with the assumed target group of participants – senior managers and executives. Issues discussed on the analysed programs do not fit into any specific management function. Programs do not teach any “principles of ...”, but are programs of personal discovery aimed at considering new concepts that may lead to changes. Issues discussed can be divided into three groups and so the change may happen on three levels: personal, organizational and macro level.

On the personal level there is an effort to maximize leadership potential through the improvement of attributes that enable to fulfil the role. Than the role of a leader and the nature of leadership is discussed. The art of being an executive and a leader is a major concern of development on a personal level. A number of issues concerns improving organizations. The major areas investigated are: strategy, organizational culture, innovations, teams and talent management. On the macro level the challenges for the present leadership are indicated and the changes for the future discussed. Such forces as globalization, demography, environment and digital progress are analysed with intention to show current and anticipate their future influence on society. The responsibility of managers and leaders in creation of social well-balanced development is emphasized. The challenge to adapt but also influence is put as responsibility or even duty of managers.

### Didactic methods

Programs are based on the use of diverse training methods. From the full range of more traditional methods those that provide most practical learning are used. However innovation that those programs bring in relation to training methodology is based on the inspiration flowing from the fields outside of business. Science, art and spirituality are called for help to develop leaders. The essential



message on the nature of the program is being described with the use of language of metaphor: “orchestrating the resources”, “there is a rhythm to the week”, myth character of Proteus, “clinical”.

Programs are filled with analogies with the different degree of their reality simulation, starting from meetings with experts from the fields, experiential sessions held on the place of the training or in the form of tours/visits up to the admittance to the “analog” reality.

Programs are described as an offer of the unique learning experience and environment for learning. This is to be achieved through such means as collaborative learning – extensive work in culturally divergent groups and peer learning. Secondly three out of five programs secure adaptation to individual preferences through the choice of session topics or personal development workshops. All programs emphasize the importance and need to reflect and allow time to reflect within the time schedules.

### **Participants and the selection criteria**

Promotion materials do not specify exact formal selection criteria. Their character is described indirectly by the statements of two types: a) to whom program is targeted and b) what is a typical participant profile. The target group as participants of the analysed programs is described with the use of expressions: top managers, senior executives. There are no specific age indicators however it is without a doubt that those programs are for managers at the mid to late career stage. The profile of the typical participant based on the historical data from past programs gives a range of 40-55 years of age. Institutions delivering those programs want to attract outstanding people with high potential, desire to learn and full commitment. Distinguishing feature should be the ability and willingness to act as a change agent for their business but with a strong sense of responsibility of ethical and social implications. The difference regarding the target group is seen in case of Benedictine program which is directed to all managers regardless their career level.



## Price

Apart from the Benedictine program which for obvious reasons is not highly priced, all other programs, being dedicated to senior executives are priced in range of 1600-2500 euro per day.

## Promotion

The common methods to acknowledge about the programs are: brochures available in traditional paper form and on-line through the websites; detailed description of a program available through the websites. Those two sources give information on the main issues such as: the nature and aims, didactic methods and faculty, time schedules, participants characteristics, price and application details. They are supplemented by testimonials of past participants, presented in written or visual (video) form. Programs are also presented in form of press articles placed in professional magazines or advertisements placed on-line on the professional websites. People that expressed the initial interest in the participation are then contacted by mail or a phone and kept informed about the application procedure.



## Recommendations

The aim of a Learning from Analogies Project is to adapt innovative didactic methods as most efficient for practicing managers and leaders. From the desk research there are three areas of consideration when designing training events as part of the Project:

- how to create supportive learning environment,
- what would be the profile of participants,
- how to attract participants to training event.

Those considerations needs to take into account the fact that training events will be directed to the sector of small business, which approach to training and circumstances are not exactly the same as for big companies.

To promote analysed programs, often they are described as unique and effective learning experience. The creation of this supportive learning environment could be obtained by considering:

- the maximum use of non-formal didactic methods,
- promotion of self-directed learning based on peer-group learning,
- arrangement for sufficient time and space for learning.

The development of competences can proceed through the implementation of formal and non-formal didactic methods. The development of the non-formal character is to derive knowledge and shape skills and attitudes through the participation in the real or simulated work-related situations. The consideration reflecting training event is to minimize didactic methods recalling school class environment in favour of less directive activities. The second element that could create supportive learning environment relevant to the group of expected participants is the limitation of the trainers dominating teacher's approach in favour of self-directed learning assisted with peer-group learning. Another condition that create learning environment is the length of the program that gives sufficient time to cross the border between strenuous work and reflective learning. The time should



be made available for learning. Connected with this is the isolation from daily work environment – location of a training event.

Based on the desk research results the assumption could be made that the proposed innovative training event based on the use of analogies would be most effective as intervention to develop high potentials in their role as senior managers and leaders. Those analyzed programs stimulate leaders and develop their skills to think in a more strategic and future oriented way with the sense of responsibility for shaping human lives.

The duration of best practice programs is a few days. Having on mind that the target group of participants are small, medium and family size enterprise managers the solution is necessary regarding the length and the location of the training program. For small business sector the barrier to training may be the problem of replacement and long absence of major decision makers. Small business managers concentrate on the most important current affairs and problems urgent to be solved for the survival. They prioritize activities that produce tangible effects quickly. Availability of time, relevance to business priorities and perception of benefits are factors to be considered on the stage of the design of a training event and efforts to attract participation on it.