

# LEADERSHIP DEVELOPMENT USING CLOSE TO REALITY TRAINING

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# THOUGHTS FOR THE BEGINNING...

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Alice reaches the crossroad and starts thinking. She asks the cat sitting next to her:

- Please tell me which direction to choose?
- Hmm, - cat purrs, - I cannot answer your question. It is important to know where you want to go...
- I do not care where I will go.
- Then it does not matter which direction you choose...

(L. Carroll "Alice in Wonderland")

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# WHICH DIRECTION TO CHOOSE FOR THE EUE-NET ?

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- **DIRECTION 1.** Should the EUE-NET further activity be oriented in **solving academic problems** with companies' assistance?
  - **DIRECTION 2.** Should the EUE-NET further activity be oriented in **assisting the companies to solve the current problems they are facing with?**
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# WHAT ATTENTION SHOULD BE PAID TO CHOOSING THE DIRECTION?

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Is there an opportunity for  
exceptional activities and  
innovative ideas?

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## WHY TO CHOOSE **DIRECTION 2** ?

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- Assistance the companies to solve the current problems would distinguish the EUE-NET among other networks.
  - The current problems would be the “pool” of ideas for further the EUE-NET project activities.
  - The results of project ideas, designed to solve the current problems could be used to solve academic problems.
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# PRESENTATION AIMS

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1. To discuss one of the current problems which many of the best companies are facing with

**How to navigate through the new leadership landscape?**

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# PRESENTATION AIMS

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2. To suggest an idea for a new project

**How to prepare students for navigation through the new leadership landscape?**

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# WHY LEADERSHIP FOCUS IS CHANGING?

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**Today's environment is more complex and diverse:**

**The competitive landscape has changed.**

Change isn't ending, it's only increasing speed. These changes come with the massive organisational shifts of the past decade: rapid growth, the flattening of management ranks, shifting strategies and emergence of matrix driven organisations.

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# WHY LEADERSHIP FOCUS IS CHANGING?

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- The world is more connected with global, information, technology, financial markets.
  
  - We live in unpredictable times:
    - Environmental concerns
    - Political instability
    - The Economic crisis
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# WHAT IS THE DIFFERENCE IN LEADERSHIP DEVELOPMENT

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- when the challenges ahead were clear?
  - when the challenges ahead are not predictable?
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# Leadership development when the challenges ahead were clear

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# The 2007 Top 20 Best Companies for Leaders



1. General Electric	11. GlaxoSmithKline
2. Procter & Gamble	12. Novartis
3. Johnson & Johnson	13. Pfizer
4. Unilever	14. HSBC Holdings
5. Coca-Cola	15. 3M Company
6. Siemens	16. Eli Lilly
7. PepsiCo	17. BASF
8. L'Oréal	18. McDonald's Corporation
9. Toyota Motor	19. Amgen
10. Hewlett-Packard	20. Vodafone



# FINDINGS FROM THE 2007 RESEARCH

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- ❑ Organisations need to be concerned with both supply and demand of future leaders.
  - ❑ Leadership development is tied to the organisation's overall strategy and operating model.
  - ❑ Training is provided to help teams – not just the individual – work more effectively.
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# FINDINGS FROM THE 2007 RESEARCH

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Leaders are held accountable for:

- ❑ Implementation of strategical plans;
  - ❑ Creating work climates for high performance that motivate employees to do their best;
  - ❑ Development of a full repertoire of leadership styles;
  - ❑ Identification of future leaders and develop their capacity to relate to others and focus on the better management of the organisation and others
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# WHY LEADERSHIP FOCUS IS CHANGING?

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Leadership development  
when the  
challenges ahead are not  
predictable

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# The 2009 Top 20 Best Companies for Leaders



1. General Electric	11. IBM
2. Southwest Airlines	12. Cisco
3. 3M Company	13. United Parcel Service
4. Procter & Gamble	14. IKEA
5. Accenture	15. ABB
6. Wal-Mart Stores	16. Zappos.com
7. Nestle	17. Hewlett-Packard
8. Coca-Cola	18. Goldman Sachs
9. McDonald's Corporation	19. Unilever
10. Infosys Technologies	20. General Mills, Inc.





# Leadership focus

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How to deal with the challenges of a global economic in order to survive, to thrive in the upswing and at the same time to keep leadership position for the future?

- The **real thing** leaders do is **create environments** that **drive** performance.
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# Conclusion

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It is impossible to solve today's problems without effective organizations, and organizations will not be effective without the active leadership.

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# What leaders do we need in such situation?

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- ❑ Ideal leader is a **genius** with a combination of antique military leader, a Nobel Laureate in physics field and TV showman.
  - ❑ Effective leader is a **simple person** who can achieve effective results.
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# What behaviours are important?

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- To learn in unpredictable times to lead others showing the way and making others to go in the right direction and at the same time execute effectively running and controlling a business.
  - **Model behaviour: show others how it is done.**
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**What the best companies value in  
leaders?**

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# 2008 Top 20 Best companies for Leadership?

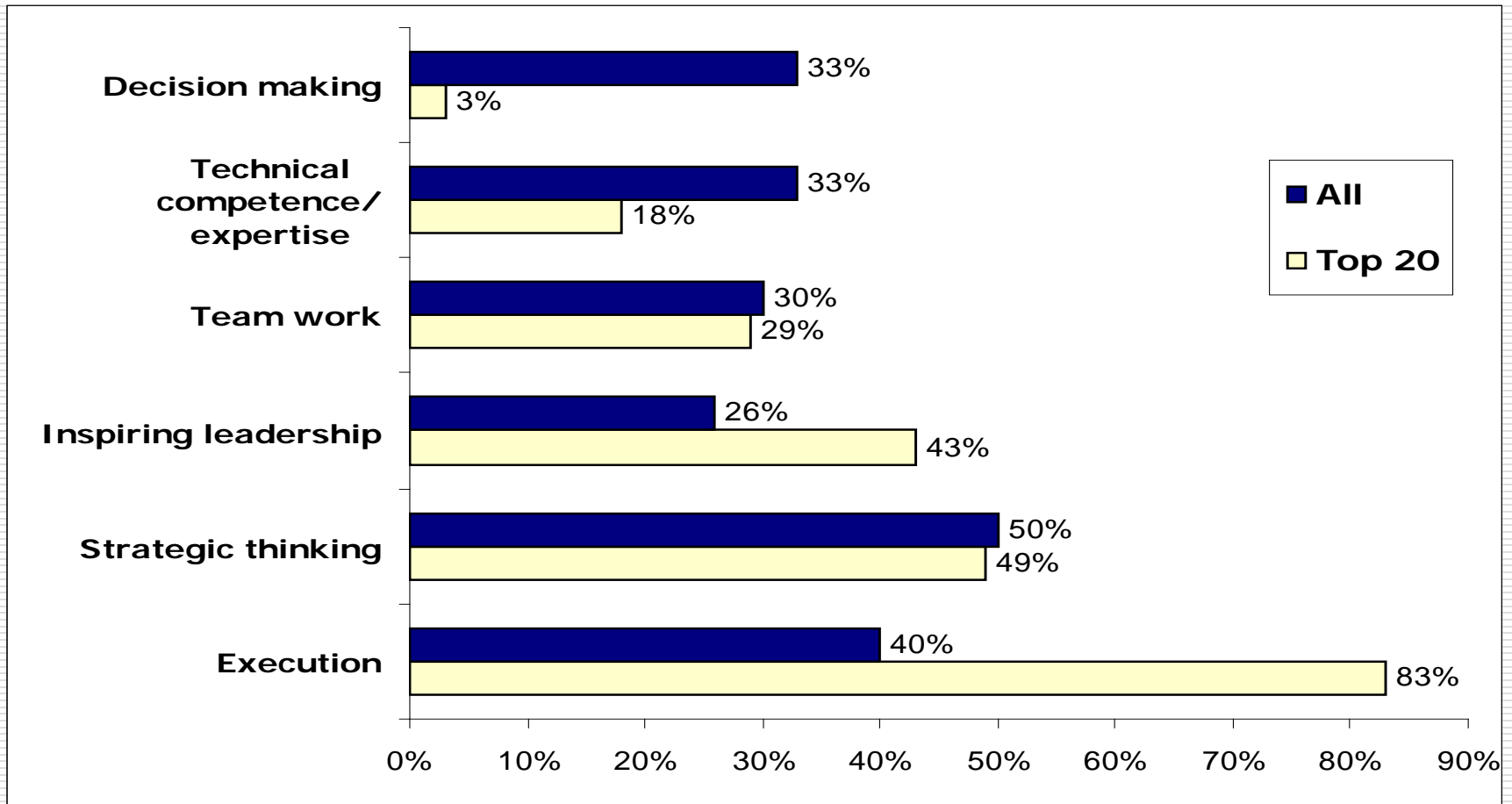
1. 3M Company	11. Nokia
2. Procter & Gamble	12. Accenture Ltd.
3. General Electric	13. FedEx
4. Coca-Cola	14. Infosys Technologies Ltd.
5. HSBC Holdings	15. McDonald's Corporation (18)
6. ABB	16. Caterpillar
7. Southwest Airlines	17. American Express
8. IBM	18. Cisco Systems
9. Hewlett-Packard	19. Oracle
10. PepsiCo	20. Intel Corporation

Figure in ( ) indicates previous year's ranking

# What 2008 Top 20 Best companies' value?



## Best in class organizations value execution



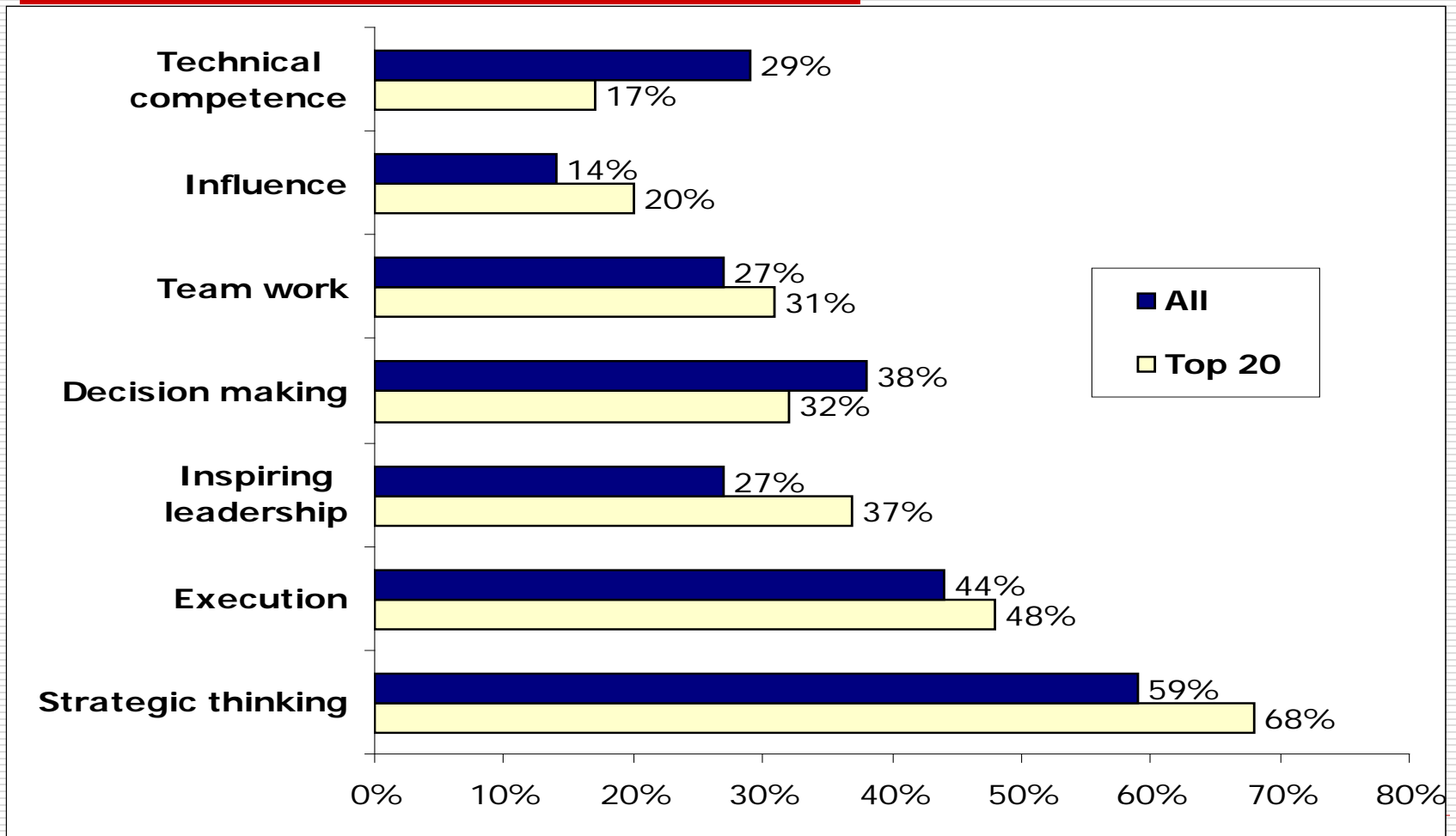
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# What 2009 Top 20 Best companies' value?





# IS IT POSSIBLE TO LEARN TO BE PROFESSIONAL?

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- ❑ No one **can be** a different person, but to some degree you can learn **to act** like him.
  - ❑ Similar effective activities can be transfer to others but people temper, characteristics and personality traits – can not.
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# IS IT POSSIBLE TO LEARN TO BE PROFESSIONAL?

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- Universities **do not prepare** for leadership but they **teach** academic subjects for specific professional tasks.
  - There are only 2 organizations that prepare future leaders for their professional tasks:  
**THE ARMY and THE CHURCH.**
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# LEARNING ISN'T JUST LABELS

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- ❑ One style doesn't fit all.
  - ❑ The different ways people learn according to different circumstances
  - ❑ Understanding your learning styles will help explain why you work so well with some people and others frustrate you.
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# ARE UNIVERSITIES READY TO HELP STUDENTS JUMP INTO THE FUTURE?

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Everything is **POSSIBLE**, if focus is on:

- making change happen;
- helping students to be more effective at their job and get more out of life generally;
- Motivating students to perform at their best.

**Pressure creates diamonds!!!**

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# How universities can help students develop their learning styles?

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1. Placing them in learning and work situations with people whose learning strengths are different from their own.
  2. Improving the fit between their learning style and the kind of learning experience they face.
  3. Practicing skills in areas that are the opposite of their present strengths.
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**How do we suggest to grow  
the leaders?**

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# PROJECT AIM

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Students' leadership and management competencies development **using close to reality training** in the intercultural and interdisciplinary project teams.

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# Objective 1

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To create the network of companies for students' leadership and effective management competencies development.

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# Activities for Objective 1

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- 1.1. Preparation of the network development description of the best companies for leadership and management.
  - 1.2. Preparation of the tools for companies motivation and information exchange.
  - 1.3. Selection of the companies which meet the needs of universities for competencies building.
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# OBJECTIVE 2

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To involve European universities and companies into defining the role of universities for effective leadership and management competencies development for students .

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# Activities for Objective 2

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- 2.1. Evaluation of students', academics' and companies' expectations towards leadership and management competencies development at the universities.
  
  - 2.2. Evaluation of the current practice for the leadership and management competencies development at the universities.
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# Activities for Objective 2

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- 2.3. Definition the set of leadership and management competencies and their level to be developed at the universities.
- 2.4. Description the model of leadership and management competencies development at the universities and define the quality requirements of its development.
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# Activities for Objective 2

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2.5. Preparation tools for the model implementation at universities for leadership and management competencies development.

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# Objective 3

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To develop a database of project ideas for students' leadership and management competencies development in the intercultural and interdisciplinary project teams.

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# Activities for Objective 3

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- 3.1. Preparation requirements for the project ideas description.
  - 3.2. Identification of project ideas and their description.
  - 3.3. Screening and approval of the project ideas and their descriptions for students' leadership and management competencies development.
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# Objective 4

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To organise and run education process.

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# Activities for Objective 4

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- 4.1. Selection of potential leaders according to the requirements for potential leaders' identification.
  
  - 4.2. Forming the interdisciplinary and international project teams.
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# Activities for Objective 4

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4.3. Preparation of students for the project implementation in the following fields:

- personal development;
  - project teams building;
  - effective leadership;
  - international projects management;
  - presentation of project results.
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# Activities for Objective 4

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- 4.4. Projects implementation at the companies and the coaching of students solving the following issues:
- on effective management;
  - on lacking specific competencies development;
  - on leadership in team and personally.
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# Activities for Objective 4

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4.5. Assessment of student learning outcomes:

- **Formative assessment** – to assess the need for the leadership and management competencies improvement and to discuss the guidelines for further their improvement;
- **Summative assessment** – to assess the competencies which could be formally recognized by universities.

4.6. Project results presentation to the academics, public and business society.

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# Objective 5

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**To evaluate the effectiveness of educational process**

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# Activities for Objective 5

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- 5.1. Conduction survey for getting feedback from students, companies and academics on the effectiveness of educational process.
  - 5.2. Discussion on the educational process effectiveness.
  - 5.3. Preparation of recommendations for the future educational process modernisation.
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# THOUGHTS FOR THE END...

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Lucy asks a guy who plays the piano, without paying any attention to her, whether he knows what love is. The guy jumps and fires:

- **Love is a noun, meaning a deep, warm, and unique feeling for another person.**

Then he sits down, and continues playing the piano.

At the last scene of the film Lucy looks into the distance and says darkly:

- **On paper it is great.**

*Animation film "Peanuts"*

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The proposed project idea will be useless if it is not important and meaningful to the EUE-Net members.

***The success* of the project idea is always determined by people!**

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# The challenges ahead are clear!



**Let's start leadership competencies development!!!**

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