Leadership Development in Organizations in India: The Why and How of It (Part II)

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INTRODUCTION

Neharika Vohra and Deepti Bhatnagar

The Colloquium on Leadership Development was planned to put together the experiences of various companies and practitioners in companies located in India. In trying to be inclusive and extensive, the final Colloquium turned out to be a diverse and rich collection of 17 different perspectives. Limitations of the journal (in terms of page length and inclusion of other features) did not allow us to carry all the perspectives in one issue. Thus, in the previous volume, we introduced the Colloquium and included perspectives of leadership development from the service sector including information technology and also from the area of consultancy. The experiences from the manufacturing sector, both from the public and private, were kept waiting and are being presented in this volume. The concluding piece is based on analysis and insights of all the perspectives from the various sectors published in Part I and Part II.

Just to recapitulate, we requested organizations to share with us the effort they have made towards leadership development within their organizations. How did they define leadership development within the context of their organization? What triggered their need to undertake leadership development? What methods and processes did they dwell upon and which have they chosen? What has been their focus in leadership development — development of the person, development of systems, and/or development of capabilities to lead? How did they define success in leadership development? What have been their evaluation mechanisms? What has been their success rate? Several routes have been used by the contributors in writing — some of them have written the process along with the designers of the process (Murrugappa Group, BEL), others were interviewed and then we wrote up the summary (Aditya Birla Group), some of them wrote about specific efforts put in place to address a threat (Tata Chemicals). The contributions in this section include a range of manufacturing setups — small and medium, Indian multinationals, foreign mul-

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* The contribution of these authors have appeared in Part I of the Colloquium in the July-September, 2011 issue of Vikalpa. The names of authors appear in alphabetical order.

tinationals, and national conglomerates. We hope that the diversity of perspectives will help the reader to appreciate the myriad possibilities.

It is expected that this part of the Colloquium is as exciting as the previous one. We would like to invite you to read on and send us your comments and ideas. ⌄

Leadership Development at Aditya Birla Group[1]

Twisha Anand and Santrupt Misra

The Aditya Birla Group

In the league of Fortune 500 companies, the Aditya Birla Group is a US $35 billion corporation with over 1,33,000 employees and having 60 per cent of its operations as overseas, dispersed among 33 countries. The Group is a business conglomerate with businesses as diverse as metals, cement, textiles, chemicals, agri-business, carbon black, mining, wind power, telecommunications, financial services, IT-ITes, retail, and trading solutions. The Group has displayed an exemplary growth from being a US $2 billion company to a US $35 billion empire in the past 15 years.

The *Hewitt-Economic Times* and a *Wall Street Journal* 2007 Study have adjudged Aditya Birla Group as the best employer in India and among the Top 6 in Asia. A study by Hewitt Associates, RBL Group, and *Fortune* magazine has ranked the Group among the Top 6 Great Places for Leaders in the Asia-Pacific region.

Need for Leadership Development

The need for leadership development is aligned with the character of the corporation itself. The Aditya Birla Group is undergoing several radical changes. First, from being an Indian market-centric Indian organization, the Group is on the path of becoming a global corporation. Second, it is repositioning itself from a pure manufacturing company to being a company with services business in its portfolio. Third, it is moving from being a pure commodity

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manufacturer to a producer of value-added products meant for end consumers. These strategic shifts and changes in the nature of the Group's business call for a qualitative change in leadership. In addition, there is also a need for a quantitative jump in terms of the number of people who need to be trained in leadership. Currently, the Group is a US $35 billion company, and their target is to be US $65 billion by 2015. This calls for more functional leaders who would require leadership training. Well-structured leadership development programmes in such a transformational organization would not only enhance the competencies of the leaders but also provide enduring value to the organization.

Leadership Development Initiatives

Over the years, the Group has engineered change in the leadership development approach. It has recognized that exposure of people to a variety of experiences could build capability and comfort for operating across cultures and managing multicultural teams. To be able to address the needs of the dispersed workforce, reliance on effective technological tools and methods has been another shift in the approach. Technological transition initially requires being comfortable with the use of technology as an interface for work, virtual meetings, tele-conferences, collaborative work through web technology, which enable dispersed workforce to be productive. Another need that is addressed by the Aditya Birla Group is paradoxical – to create vision and develop nimble strategies in an ever-dynamic environment. Thus

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[1] Based on telephonic conversation with Dr. Santrupt Misra

the leaders of today are required not just to inspire people or to create vision, but also to be flexible, nimble, and able to connect highly dissimilar people in their teams. The leadership development initiatives at Aditya Birla Group are being tailored to train people to address some of these needs.

A suitable approach to leadership development implies moving away from the classical one-size-fits-all leadership model to a customized design approach tailored for specific individual needs. This transition in approach can be demonstrated with the help of some examples of different practices suited to current leadership development needs. One of the leadership development initiatives at the Aditya Birla Group encourages leaders to go out of the organization to meet people who in their view have built leadership capability and credentials for themselves, and thereby draw their own lessons in leadership. This programme is organization-assisted, and looks at leaders beyond their own organization, from any walk of life that they could learn from.

Another example is that of enabling leadership development through consortium programmes. The Group has joined a consortium of companies, which are very different in their background, specialization, and capabilities such as Wipro, Colgate-Palmolive, and Genpact. Employees from these organizations interact, lead dialogues about leadership, and learn together. In these consortiums, leaders from different organizations come to address this mixed group of people about their experiences. This enables the leaders from Aditya Birla Group companies to become comfortable with multiple sectors and multiple challenges.

Not only in India, the Group has leadership development programmes operating in several countries. In fact, they have now been involved in conducting outreach programmes across different countries. Typically, these programmes are conducted at the workplace — almost always at the client location, which may be in factories, businesses, or offices. Designing such programmes requires a special focus on cultural sensitivity, to be able to ensure that participants are able to relate to the course material. In designing the overseas programmes, the method of delivery, the pace at which it is done, a suitable mode of learning, working, and engaging needs are all considered.

We may mention a few examples of hugely successful leadership development initiatives, such as business leadership programme, functional excellence programme, internal centres for excellence for human resources, project management, and finance. These programmes are for the managers who have high potential and are spotted for growth within the organization.

> The biggest indicator of the success of leadership development initiatives at the Group is its growth from US $2 billion to US $35 billion in the last 15 years, which would not have been possible without a significant leadership bandwidth. Achieving the target of US $65 billion by 2015 should be possible because of the Group's ability to supply, create, and develop adequate and right kind of leaders to drive that kind of growth.

Pedagogy

The leadership development initiatives follow a wide variety of pedagogy, from technology to face-to-face, small group activity projects, workshops, and classrooms. While the classroom programmes range from 2 to 7 days, the technology interface is not of a fixed duration since it is self-based and self-paced, and involves self-learning. It often depends on the level of the management, leadership capability, and competency to be built.

For more focused needs, one-on-one coaching is found to be useful. Thus coaching is offered in cases such as role transition through a significant assignment, for people who have very high potential but seem to have one or two distinct derailers, for people who subtly express a desire for further development for themselves to take on higher responsibility, and for people who are in the talent pool and are being prepared for future roles. The Aditya Birla Group has certified coaches internally who have been rigorously trained and have practised coaching for a certain period of time. In certain cases, they also bring in external coaches.

The Leadership Development Team

Internal leadership development teams and some external partners are responsible for meeting the leadership needs of the group. The leadership development team comprises of HR teams, functional leaders, business leaders, and external partners, including professors, consulting firms, universities, and executive education boutiques.

Usually, there is emphasis on the involvement of the top management in leadership development programmes. It is a common practice for senior leaders to steer these initiatives. As an example, the Accelerated Leadership Programme has a steering committee and is led by five directors of the Group who remain present at the beginning of the Programme for one full day, spending time with the participants, and mentor them over a period of 18 months.

The designing of programmes is a continuous process of refinement and development. At times, the participating leaders get involved even before the programme actually begins. Sometimes a control group and experimental group testing of the programme is carried out and, based on the findings, a suitable programme is rolled out on a larger scale.

The Participants

Leadership development programmes at the Aditya Birla Group are organized for all levels in hierarchy, from junior and middle levels to senior leaders. These leaders are assessed through in-house assessment and development centres. They are typically those who are identified to be high potential people. The homogeneity is limited to the fact that they have similar experience with life. It is often found that they are dealing with similar kind of problems but in different contexts. The focus is not on background similarity but on similarity of opportunity to apply the learning. All participants in a programme are employees of the Group from different sectors.

> Training is a way of repeatedly equipping people with skills in a very narrow area. Leadership is about broad things — there are open-ended issues, problems, and opportunities, where the leaders need to put their heads together and do things. Leadership development is something where one ought to think about skills to generate solutions; where one gets perspectives, thought platforms; where one could create a range of things that help people to look at issues differently and build on that.

Success of the Programmes

The biggest indicator of the success of leadership development initiatives at the Group is its growth from US $2 billion to US $35 billion in the last 15 years, which would not have been possible without a significant leadership bandwidth. Achieving the target of US $65 billion by 2015 should be possible because of the Group's ability to supply, create, and develop adequate and right kind of leaders to drive that kind of growth.

Another way to measure the success of the leadership development initiatives is by assessing the performance of people on the job, and comparing their performance with people who come from outside the organization. This involves qualitative and quantitative evaluation of the perspectives they have been able to build, the quality of strategy, and the nature and quality of discussions that happen around business problems and issues. This measure has been used with some direct and some indirect evaluations.

Developing leadership programmes is a continuous work in progress. Some of the programmes that have been run are more focused, while some others are too ambitious in their scope. Still some other programmes rely on a lot of participant-centric activities and depend on how well the participants respond. The leadership development group has to continuously review the programmes and bring improvement in them based on their experience of running them, the participant feedback, and the impact generated.

Concluding Thoughts

Leaders cannot be trained. They need to be inspired to look at options of development and hone their skills. Training is a way of repeatedly equipping people with skills in a very narrow area. Leadership is about broad things — there are open-ended issues, problems, and opportunities, where the leaders need to put their heads

together and do things. Leadership development is something where one ought to think about skills to generate solutions; where one gets perspectives, thought platforms; where one could create a range of things that help people to look at issues differently and build on that. Thus developing a leader to lead a not-for-profit organization requires a different kind of perspective *vis-à-vis* a leader working in high technology research-intensive sector. Second, leadership is about sensitizing people about a range of issues, about the life and the world as it connects to their organizational performance. Third, leadership implies developing sensitivity to emerging issues and ability to deal with them in positive ways. There are issues of ethnic minority, issues of ethics, issues of sustainability and conservation, and challenges like managing people with diverse backgrounds and different life experiences. So, leadership development cannot be a standardized pro-cess. Each target group has to be addressed differently.

Demographic heterogeneity of India gives a natural advantage to the Indian leaders in dealing with diversity. In a homogenous society, leaders find it more challenging to deal with diversity; they are unfamiliar with the nuances that diversity can throw up.

As for the future of leadership development, we look at three fundamental elements. First, it implies more responsibility for the individual for self-development through assisted learning mechanism, where help is sought from experts or facilitators. Second, there need to be opportunities to learn from unrelated contexts and issues through exposure. Third, part of leadership development takes place on the job by practising it and taking on assignments and projects and roles for which one is not trained for or with which one is not familiar. Motivation should come from within the leader to develop leadership capability. The task of business leaders is to find ways of stimulating the intrinsic motivation. ▼

Systemic Development of Leadership in Ashok Minda Group

Vikas Rai Bhatnagar

With the competition in business becoming fiercer by the day, the warfare has shifted from defence to the industry (Kotter, 1988)[2]. Along with this shift, the need and importance of leaders in the industry has also gained importance. The dearth of leaders in organizations is nearing a crisis. Research suggests that nearly 70 per cent of the family-owned businesses fail in the second generation, 88 per cent fail in the third generation, and only three per cent operate in the fourth generation. Leadership continues to be an elusive construct and emerges as a complex outcome of leaders influencing the context which in turn influences the behaviour of others towards a desired outcome.[3]

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While the traditional focus on leader-development regarded leadership as an exclusive property of an individual (leader development), another perspective views leadership as a property of the organization (also known as leadership development) and includes elements other than the leader, like interconnections among members and organizational practices and systems that make people work together.[4] It has been argued that the ideal strategy for developing leadership would be to develop the human, social, and systems capital.[5] In Ashok Minda Group, the leadership development strategy holistically and systemically addresses these three dimensions.

[2] Kotter, J P (1988). *The Leadership Factor,* New York: The Free Press.

[3] Nohria, N and Khurana, R (2010). *Handbook of Leadership Theory and Practice,* Boston: Harvard Business Press.

[4] Bal, V V (2001). "The Missing Link: Organizational Culture and Leadership Development," *Leadership in Action*, 21(4), 14-17.

[5] Kegan, R (1994). *In Over our Heads: The Mental Demands of Modern Life.* Cambridge, MA: Harvard University.

The Ashok Minda Group is a fifty-year old leading automotive components manufacturer with 25 plants in India and overseas in Germany, Czech Republic, Poland, Indonesia, Vietnam, and Uzbekistan. It has an office in Japan and a logistics centre in Netherlands. The Group had a turnover of Rs. 2,500 crore ($ 555 million) and a CAGR of around 30 per cent in the financial year 2010-11. Currently, it employs 3,598 persons, with 260 at the managerial level, 1,040 at the staff level, and 2,298 as associates.

The first phase of leadership development commenced in August 2009 and was completed in July 2011. The cycle included developing the leadership development strategy, evolving an integrated model of leadership development, preparing the development plans of the key managers chosen for development, commencement of execution of these plans, and addressing a few aspects of social and system dimensions as well.
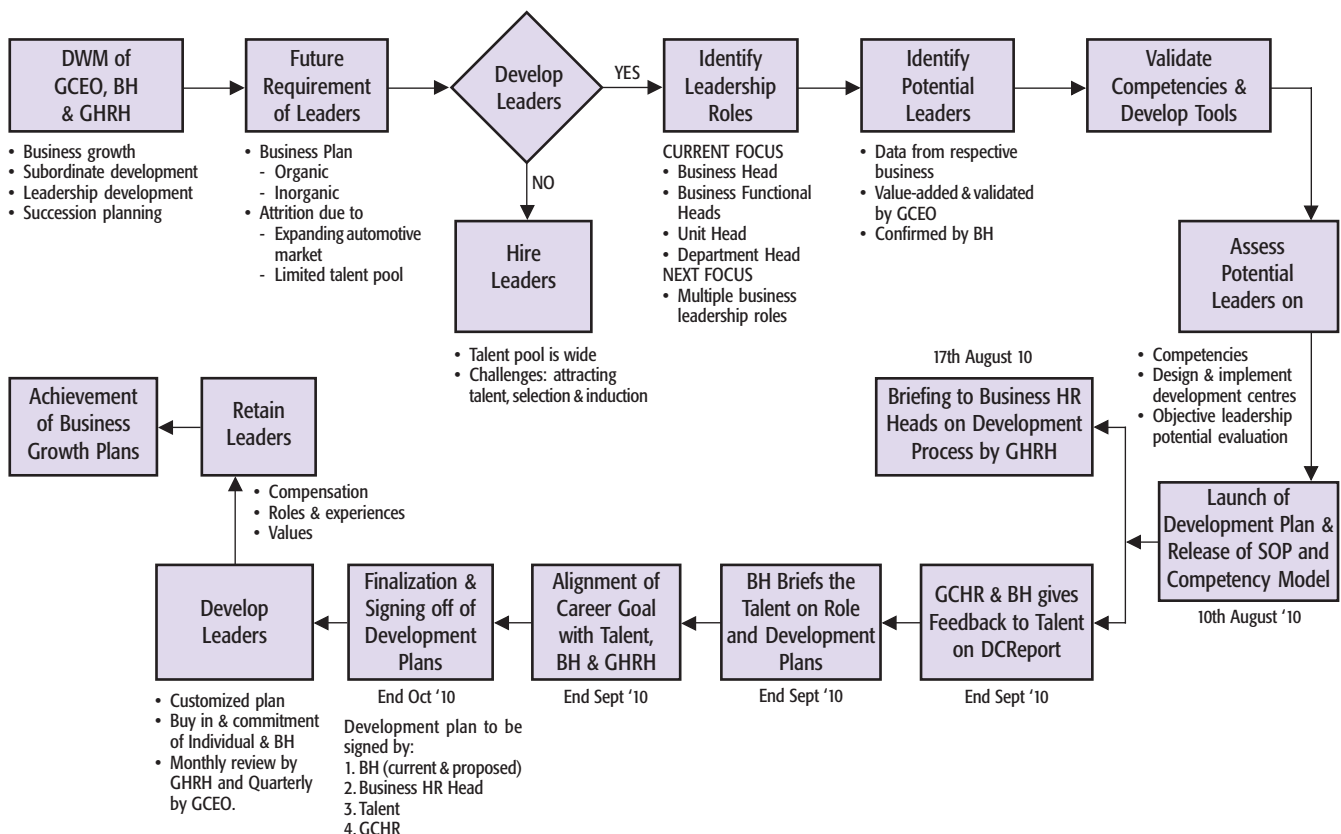
Evolution of Leadership Development Strategy

The journey of leader development started in August 2009, when the Group CEO, Mr. Ashok Minda, prepared a radar diagram on the functional knowledge one should have for being a business leader. He had his son in mind and was keen that the trials and tribulations that he himself had been through while picking up the nuances of business be avoided. A four-member team was constituted for evolving the leadership development strategy. It became clear to the team that in order to realize the exponential growth objectives of the Group, we needed leaders for key strategic roles. To meet this need, a more involved process was necessary for deepening leadership development within the organization. A strategy was formulated keeping in mind the following points:

- Identify potential early and objectively, based upon competencies

- Decide career path, leveraging and playing to the strengths of the employee

- Constitute the leadership team such that the competencies compliment and the team becomes high performing, the assumption being that leadership is not about individual heroism but is a team phenomenon

- Develop leaders for the next roles by designing experiences – knowledge as well as actual action

Figure 1: The Final Process Map

Figure 2: Integrated Model of Leadership Development
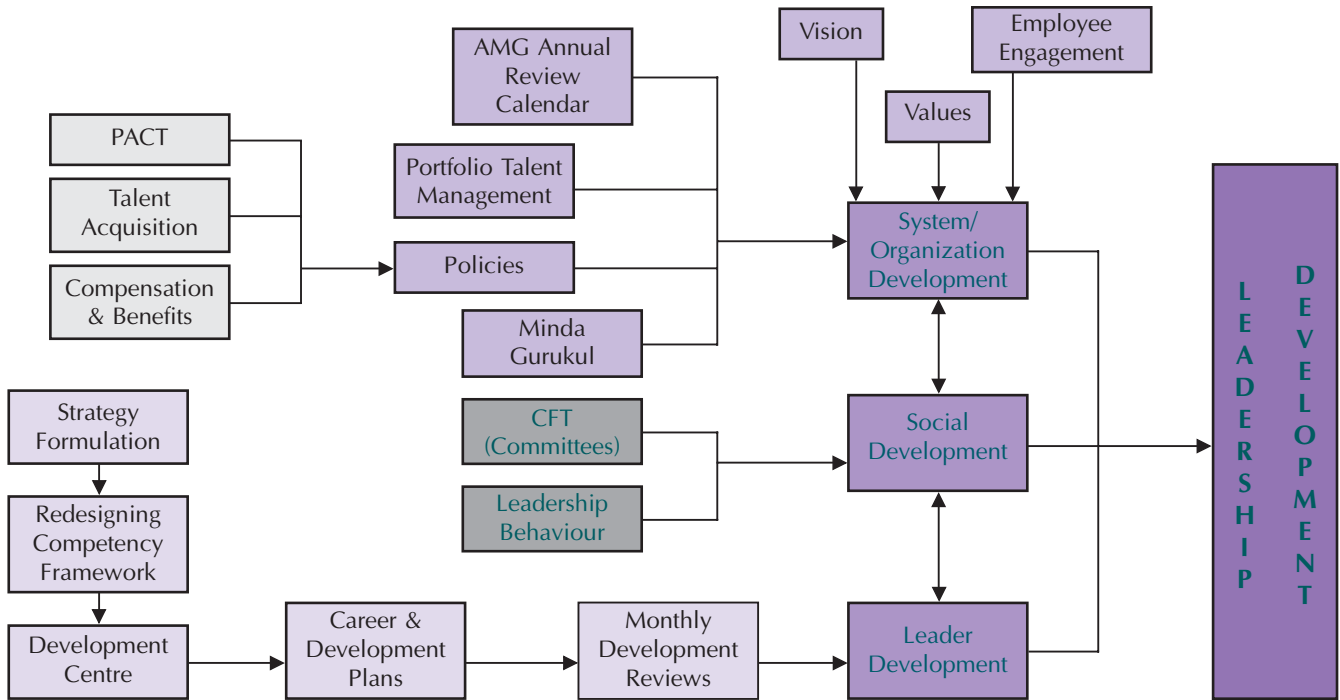
- Evolve a customized development plan collaboratively for each employee

- Ensure that development plans have both functional as well as behavioural aspects

- Prepare development plans in small chunks for 3-4 months and see that the plans evolve based upon the execution and learning imbibed

- Stick to the development plan with rigor and review it every month

- Make mid-course corrections

- Evaluate the strategy continuously

- Ensure that the development of employees is led by respective business heads and Group HR to facilitate the process.

Once the strategy was developed collaboratively by the Leadership Development Committee, it was discussed with other business and functional heads in Minda Management Committee (MMC) meeting, which is the apex executive decision making body of the group. The discussion in MMC helped in fine-tuning of the strategy and the process map. The final process map is presented in Figure 1. This intervention was carried out for the employees of all businesses located in India.

Development of the Integrated Leadership Model

Our initial strategy merely had components related to leader development. However, in November 2010, based on the study of literature on leadership development, it was realized that by merely developing leader/human, without synchronous development of the social and system capital, the whole initiative might not be effective. Each organization has a reality that is unique to itself for that particular evolutionary stage of its development. Taking in view our uniqueness, we developed the integrated model of leadership development as given in Figure 2.

As is seen in the above model, there are three dimensions that are being addressed in the leadership development strategy, namely the human (leader), social, and system dimensions. I will briefly discuss what actions are being taken in each of the components of the dimensions, the justification thereof and the outcomes. All the aspects of the model have not been addressed so far, particularly on the system dimension. On the system dimension, I will only brief on three components that have been executed, namely the groups' annual review calendar, performance management system, and talent acquisition. Since other components are in the process of being acted upon, I will not discuss them here.

Human (Leader) Development

Leader development is the human dimension as per Kegan's three-pronged approach to leadership development, others being social and system development. The leader development component includes development of strategy, process, validation of the existing competency framework, development of Minda competency model and its simplification, deciding on the career path of a talent, and development of leadership competencies.

It was decided that leader development was to take place in four phases:

Phase I: *Functional Knowledge & Insights (FKI) Programme*. The main thrust of this programme was to understand the functional intricacies and gain insights into functional technicalities.

Phase II: *Managerial Capability Building (MCB) Programme*. Apply the knowledge gained in Phase I to actually manage each function independently.

Phase III: *Leadership Capability Building (LCB) Programme-Level A*. Prepare for independently leading a unit, having profit and loss accountability.

Phase IV: *Leadership Capability Building (LCB) Programme-Level B*. Prepare for independently leading a business.

Establishment of development centre for objectively evaluating potential: The method of having a development centre for assessing leadership potential was agreed by the committee working on the initiative of leadership development. Four positions were identified wherein we required pipeline of leaders. These positions were business head, unit heads, business functional heads, and unit functional heads. The business heads and unit heads held profit and loss accountability while the business functional heads and unit functional heads reported to the business heads and unit heads respectively. We partnered with Thomas International for validating our competency framework and conducting the development centres. In the first phase, 28 employees were covered in the two development centres held during May and June 2010.

Validation of existing competency framework and reworking on the framework: The Group already had a competency framework that was used in the Performance Management System. Since competencies formed the bedrock of our leadership development initiative, it was important that the existing framework was validated. In our review it was clear that the existing competency framework was more oriented towards organic growth while the long-term plans of the group had been revised and inorganic growth through mergers and acquisitions became a major strategic component. The company's existing competencies were found to be inadequate for meeting the future growth objectives.

Development of Minda Competency Model and its Simplification: The initial Minda Competency Model developed in March-April 2010 had three themes, nine competencies, and thirty-four elements. The themes were Thought Leadership, Performance Leadership, and People Leadership. As we reviewed and tested the model, we felt that the Minda Competency Model was not 'balanced' across the three themes of Thought, Performance, and People leadership. While thought leadership had 16 elements, performance and people leadership had only 9 elements in each theme. It was also felt that though the competency model was detailed and comprehensive, measuring and evaluating the behaviour of employees accurately in a development centre on 34 dimensions was a challenging task. The other challenge was designing the development centre exercises that would elicit behaviours on 34 variables and five levels of proficiencies for each element. Our initial model definitely had complexity that needed to be simplified.

Based upon the above analysis, we applied factor analysis using SPSS, reducing our initial competency model that had 3 themes, 9 competencies, and 34 elements to 3 themes, 6 competencies, and 18 elements. Employees who went through the development centre found the report based on reduced competencies more relevant

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and authentic. The development centre exercises could be quite focused in the future development centres and the assessors would have to evaluate employees only on 18 elements as compared to 34 earlier. Figure 3 shows the final simplified competency model of the Ashok Minda Group.

Figure 3: Simplified Competency Model
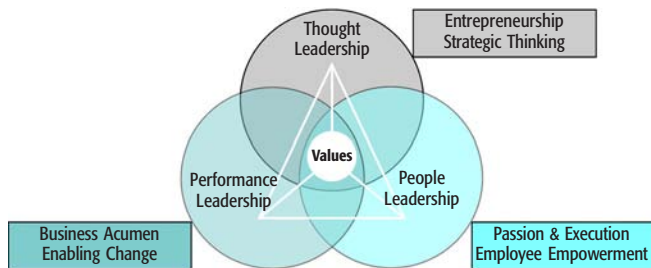
We have very clear definitions for each of the themes (Thought, Performance, and People Leadership), the 6 competencies, elements of the competencies, and clear behavioural indicators for five levels of proficiency for each of the elements of competency.

Competency Strength Profile and the Career Path: Once we got the development centre report, the Group CEO, respective business heads, and I in my role as Group Chief HR Officer worked on the career path for the talent. The plan focused primarily on the future role of the talent and the time period. It also included the experiences that needed to be provided in terms of the interim roles to prepare him/her for future roles in the defined timeframe. The career development plan also took into account the key motivation of the talent that was identified on the basis of their life stories. The final career plan was shared with the concerned person by the respective business heads in the presence of the business HR Head and Group Chief Human Resource Officer. At the end of this process, two benefits emerged:

- A shared understanding and commitment developed among the talent, HR professionals, and the Business Head
- Deep insights were gained by the management about the motivation, aspirations, and apprehensions of employees being developed.

Development of Leadership Competencies: The leadership competencies were developed in both functional and behavioural dimensions. There are four important

components that we have included in the designing of the development plans, namely providing challenge in the developmental assignment, a mechanism for measurement, periodic reviews, lot of support to the employee being developed, and inter-linking of developmental experiences such that the development is reinforced. The process followed for developing the competencies included:

- Discussing and documenting what would be the future role accountabilities of the talent being developed.
- Studying the existing competency profile by elements and deciding what improvements are needed based on the future role requirements.
- Distilling and documenting what approach will be followed for developing the competencies. Here we reflect upon and document which competencies will be developed first and also which will be leveraged in future roles.
- A typical development plan will include things like reading a particular book, documenting key learning from the book in not more than one page word document, identifying a task on the job, applying the learning from the book on the identified task and discussing the experience in the next review meeting. This complete cycle may take 3-4 months and is designed around a specific competency to be developed.
- The above competency building exercises are supplemented by designing and delivering training and development modules in a centralized learning and development centre of the Group, named Minda Gurukul.
- The development plans are prepared for a duration of 3-4 months only, lest we should overwhelm the employee being developed with. Based upon the interest shown by the employee, plans for subsequent months are prepared.
- Monthly reviews of the plans are carried out by Group HR along with the business head and business HR head. The dates for the reviews are fixed for the 3rd Tuesday, Wednesday, and Thursday of the month for the businesses.
- The formats for the review are standardized and are in 12 slides of a power-point presentation.
- The Group CEO reviews the plans once in a quarter during these business review meetings. He may call any talent and ask him/her to present what development has been carried out.

Social Development

In addition to leader development, we also made some changes in the social climate of the Minda Group. Two specific activities included constitution of cross-functional teams and leadership behaviour survey.

Cross-functional Committees: Six cross-functional committees were constituted to carry out organization-level activities. The name/purpose of some of these committees are: HR policies, Future Leadership Development, Group Branding, Technical Processes, Commercial Policies, and Site Administration. The rationale for making cross-functional teams was to:

- Bring in relevant and diverse perspectives leading to enhanced quality of decision making
- Build social capital by making employees work together for achieving a common purpose.

For enabling the newly-formed committees to meet at a defined frequency and contribute, the Group HR department sent timely reminders to all coordinators of the committees and circulated the outcomes of the committees to the members of the Minda Management Committee before their quarterly meet.

Leadership Behaviour Survey: A 360-degree survey on leadership behaviour was carried out for the direct reports of the Group CEO and also for him few years ago. After this survey, no development plans were prepared. The Group CEO was keen that the report of this survey was taken out and development plans prepared and implemented for himself as well as his direct reports. The reliability and validity of the survey had shown failure when studied by using SPSS. Further, most of the points that emerged in the survey were considered to be irrelevant and redundant by few of the direct reports to the Group CEO. Notwithstanding these, the Group CEO insisted that some development plan be prepared as per the wishes and interpretation of the individual himself. He was in fact keen for a *process* of development for the top management to be established. The needs were identified by the employee himself by

> The costs of attrition, if it happens at senior level, are huge. On a qualitative discussion with exiting employees and with the Group CEO, what emerged as the main cause of attrition was lack of cultural fit of employees with that of the organization.

interpreting the survey report and development plans were prepared by identifying whether the need was emerging due to aspects related to attitude, knowledge or skills. These plans are reviewed on a six-monthly basis by the Group CEO. The process for development and review has now been firmly established. It has been decided that all direct reports as well as the Group CEO himself will go through the development centre in the near future and since the process of development has already been established, the development needs emerging from the development centre and the Performance Management System can be appropriately addressed.

This entire process was quite revealing. It demonstrated the process orientation, a bias for execution, and also an escalation of commitment. There was operationalization of the concept of equifinality, wherein irrespective of initial conditions and system disturbance, the system, being teleological in nature, could find its goal.

System Development

Efforts were also directed to create an eco-system that is supportive of individual as well as organization development. The various components of system development in the model were: Employee Engagement, Values, Vision, Ashok Minda Group (AMG) Annual Review Calendar, Portfolio Talent Management, Policies and Minda Gurukul. In terms of policies, there are three components: Performance Alignment and Capability Building Tool (PACT), Talent Acquisition and Compensation and Benefits. As of now, three components, namely, AMG Annual Review Calendar, the PACT, and Talent Acquisition have been put in place.

Groups' Annual Review Calendar: A phenomenon observed in the organization was that senior employees agreed to an initiative, displayed good intentions but did not back it with effective implementation. I had observed this phenomenon in a few other organizations where I had worked and termed this phenomenon as HILE (High Intentions and Low Execution) syndrome. This caused an element of cynicism in the organization. At Minda Group, I did not doubt the intentions of the senior colleagues and identified the cause to be lack of

time available with the business heads. Time as a dimension is either managed or made available by adding on resources. I saw an opportunity of 'releasing time' by carrying out innovation in organizational processes.

A simple model of organization effectiveness was developed, derived from the Daily Work Management (DWM) document of the Group CEO. The annual review mechanism of the group evolved from this model. While earlier elaborate and comprehensive monthly review of businesses was done by the Group CEO and his corporate functional heads using approximately 140 slides, post-re-designing of the annual review calendar, the Group CEO did quarterly reviews and the slides were reduced to 40. The benefit of this innovation can be gauged from the fact that the time of Group CEO was released by 50 per cent and his focus got increased by 100 per cent. The focus of the Group now included Business Excellence, Vision, Mission and Values Deployment, Building Minda Brand, Leadership Development, and Corporate Social Responsibility.

This was a very important initiative for the leadership development to be a success and demonstrates the systemic nature of leadership development strategy of the group. We were in a Catch-22 situation. We needed pipeline of leaders across strategic positions to enable our CEO to focus more time on issues of strategic importance as compared to their preoccupation in operational issues. However, for building leaders, they needed to be out of operational issues. The starting point of wriggling out of such a situation was to release time and make it available to the senior colleagues. A specific three-pronged technique of process re-contextualization, process alignment, and process convergence got evolved for releasing time of senior employees. But for this initiative, it would not have been possible for us to embark upon the journey of leadership development.

Performance Alignment and Capability Building Tool (PACT): The change in the performance management

> The strategy and execution of leadership development in Ashok Minda Group is unique as on the one hand while it is strongly grounded in current theoretical literature related to leadership development, on the other hand, it also adequately takes into account the cultural nuances for designing appropriate interventions that will lead to high level of impact upon execution of strategy.

system was necessitated by changes in the leadership competencies, re-defining of the KRAs of the business heads using and customizing the concept of balanced scorecard, and inclusion of a few forms such as the Employee Mobility Form. Since the above demanded re-printing of the forms, we thought of taking this as an opportunity for re-designing the system and simplifying the forms. Coaching sessions were held for the top three levels by Group Chief HR Officer explaining the system and clarifying doubts of the employees. Handholding was also done for implementing the system. Following are the highlights of PACT:

- Alignment of the Key Result Areas (KRAs) of the Business Head with that of the Group's vision and strategy. Also aligning the KRAs of direct reports to the Business Head with the KRAs of the Business Heads.

- Inclusion of team as well as individual KRAs for employees, with differential weights. It was experienced that while the work that each one of us did was seldom in isolation, the KRAs were invariably set for individual performance. There was a clear disconnect in how we worked and how we designed systems. No wonder the performance management system in most of the organizations remains a 'dishonest annual ritual'.[6]

- Instituting a social process for developing the KRAs and their quarterly review by the Group CEO and the Business Heads for their direct reports. While the initiative and ownership for development of KRAs remain with the individual employee, the peers express their expectations from a particular role and by this process, the KRAs are finalized collaboratively. There is mutual awareness of the KRAs of the peers and this process promised higher probability for generating deeper understanding and collaboration while working. The underlying value that lubricates this social process is to help

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[6] Armstrong, M and Baron, A (1998). *Performance Management-The New Realities,* London: Institute of Personnel Development.

each other to complete all the KRAs set in the beginning of the year to emerge as winners.

- A process for internalizing the competencies was included in PACT. Each employee would document just two instances when a particular competency was demonstrated by him/her. Each employee has a booklet of PACT which has complete information on the competencies, their definitions, and the five levels of behaviour indicators for each element of the competency. This process also contributes in making the evaluation of the competencies objective and transfers the ownership to the employee. In the earlier process of performance management, we had the competencies rated just by the superior and there was no documented instance of demonstrated behaviour.

We are looking at a three-year period for complete execution and stabilization of the PACT system.

Talent Acquisition: We realized that the costs of attrition, if it happens at senior level, are huge. On a qualitative discussion with exiting employees and with the Group CEO, what emerged as the main cause of attrition was lack of cultural fit of employees with that of the organization. We had been taking care of the knowledge and experience of the candidates by carrying out interviews at multiple levels. The challenge was to evaluate the cultural fitment of a candidate joining the company. We did not find an instrument that would suit our requirement and hence we adapted the one using Competing Values Framework. We administered this to firstly our own employees and found the organizational culture on the four dimensions of Clan, Market, Adhocracy, and Hierarchy. This gave us information on two dimensions: (a) What is perceived to be current level on each of the dimension? (b) What is the preferred level on each of the dimensions? Next, we asked the candidate to fill up the instrument on the current culture of his organization and his preference on each dimension. Once we had this information, a quantitative evaluation and a qualitative interpretation of the reports were carried out which helped us answer questions relating to cultural

fitment of the potential employees. It also gave us insights on the aspects needs to be attended to while inducting the talent and while working with him/her. Currently decisions are being taken as per this instrument and performance of the newly employed people will be monitored every year.

Conclusion

The strategy and execution of leadership development in Ashok Minda Group is unique as on the one hand while it is strongly grounded in the current theoretical literature related to leadership development, on the other hand, it also adequately takes into account the cultural nuances for designing appropriate interventions that will lead to high level of impact upon execution of strategy.

The success of the leadership development initiative can be gauged from an instance that took place in the long-term strategy meet held in Goa in December, 2010. A team of three business heads identified leadership development initiative as one of the good things that had happened in the Group. There was wider acceptance of the business heads for the initiative and it was not merely an initiative of the human resources function.

As of now, there is a pipeline of 22 employees being developed for future leadership roles. There have been changes in the roles of employees from operations to marketing and from projects to general management based upon the outcomes of leadership development strategy execution.

> The hallmark of our journey can be defined by a systemic approach to leadership development, collaborative approach for building the strategy and its execution, theoretical grounding, excellence in execution, and finally, displaying lot of passion and enthusiasm for the initiative.

Leadership development is a journey and I have shared glimpses of this journey being made in the Ashok Minda Group. As of now, we have merely covered few milestones and are fully conscious of the future milestones required to be covered. The hallmark of our journey can be defined by a systemic approach to leadership development, collaborative approach for building the strategy and its execution, theoretical grounding, excellence in execution, and finally, displaying lot of passion and enthusiasm for the initiative. ⌄

Building the Leadership Community at Bharat Electronics Limited (BEL) — Lessons and Learnings

Anand S and Nandini Chawla

"The most dangerous leadership myth is that leaders are born — that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That's nonsense; in fact, the opposite is true. Leaders are made rather than born."

— Warren Bennis

Bharat Electronics Limited (BEL) — A Unique Public Sector Navratna Company

Established in the year 1954, BEL has grown to be India's foremost defence electronics company and a Navratna PSU under the Ministry of Defence. BEL is a multi-product, multi-technology, multi-unit conglomerate with over 350 products for military communication, homeland security, telecom and broadcast, and electronic warfare, etc.

BEL's customers include the Army, Navy, Air Force, Paramilitary, Coast Guard, Police, Doordarshan, All India Radio, Department of Telecommunications and consumers of professional electronic components. In 2010-11, nearly 80 per cent of the company's annual sales turnover accrued from products sold to the Defence Services. BEL also achieved exports of US $ 41.53 million, an increase of 74 per cent over the previous year.

Along with the state-of-the-art infrastructure and a highly trained workforce of around 12,000 employees at its 9 Units and Offices, BEL has maintained its technological leadership with its in-house R&D and association with DRDO labs. In 2010-11, the company spent 6.9 per cent of its turnover on R&D.

With the opening of the defence electronics market to private participation, BEL has been taking proactive steps to protect and further consolidate its leadership position in the Indian defence market while at the same time accelerating efforts to get into new business areas. BEL has strategies in place to scale up its performance to the international level with enhanced focus on business development, marketing and products/systems development with acquisition of requisite technologies.

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Leadership Initiatives at BEL

The Intent and Purpose

A Perception Survey carried out in 2002-03, seeking feedback on various aspects of the company indicated a high need for enhancing effectiveness of leadership at various levels in the organization. It was felt that this was extremely vital for achieving business growth.

After many internal deliberations, it was decided to expose the Senior Executives to a Leadership Development Programme (LDP), to enhance their key leadership competencies and thus help them play an active role in helping BEL reach new heights. LDP was designed to have inputs aimed at enhancing individual as well as organizational effectiveness. The Programme was offered to Additional General Managers with eight or more years of remaining service, Sr. DGMs with 10 or more years of remaining service, and DGMs with 12 or more years of remaining service. They were chosen because they were in key positions to lead their departments. Individual leadership inputs were facilitated through the administration of 360 Degree Feedback and psychometric tools and interventions on organizational leadership were based on extensive organization climate surveys. The LDP workshops were used to help the chosen leaders to develop personal action plans for enhancing leadership skills and becoming change agents.

BEL took the help of a leading consultation with their Units/SBU
sultant to design and deliver these Heads. The action plans were worked
workshops. The first Programme was out using the powerful 'GE or Jack
offered in 2003 and since then, a total Welch' workout. Understanding the
of 28 such programmes have been of-OCS was taken up immediately after
fered. Currently, it is also being of-the 360 Degree Feedback interpreta-
fered to senior managers with 15 years tion so that participants could make a
of remaining service. gradual move from focusing on their
individual leadership to using OCS to
ascertain if there was any impact of
their leadership on the climate in their
respective SBUs.

The Pilot Programme

The first Leadership Development
workshop was held in November
2003 and was attended by 20 senior
executives. The duration of the work-
shop was four days. The participants' feedback was used
to tweak the programme design and it was decided to
offer at least 3-4 programmes every year and cover at
least 60-80 executives.

The Design

The 360 Degree Feedback (DF) and Organizational Cli-
mate Survey provided a strong foundation for the lead-
ership development initiative. The design of LDP also
incorporated other aspects focusing on team and organi-
zational development and inputs like preparation of ac-
tion plan by the participants, concepts aimed at
enhancing key qualities like achievement motivation,
delegation, etc. Following were some of the highlights
of the design:

- The first day of LDP focused on 360 Degree Feed-
  back and the second day focused on Organizational
  Climate Survey (OCS). In 360 Degree Feedback, par-
  ticipants got feedback from a number of respond-
  ents such as his/her superiors, direct reports,
  colleagues, internal and external customers, and ven-
  dors. The feedback was with reference to roles, styles,
  delegation, and qualities and was compared with self-
  ratings to arrive at meaningful personal insights. The
  OCS was conducted in-house and participants of the
  Leadership Development Pro-
  gramme were asked to analyse
  and discuss the OCS results per-
  taining to their Unit/Department.
  They were required to identify the
  areas of improvement in their re-
  spective Units/SBUs and draw up
  action plans for the same, in con-

> The key areas where
> participants were not
> able to improve included
> time management,
> assertiveness, delegating,
> liaisoning with the boss
> and top management,
> and subordinate
> development.

- *Yoga* was included as an integral
  part of the workshop. In fact, an
  inaugural session was held on the previous evening
  of each programme with a briefing by faculty from
  TVRLS and a one-hour Lecture on "Insights into
  Meditation and *Yoga* Practices" by a senior faculty
  from the S Vyasa University, Bangalore. Besides, on
  all the days of the Programme, there were *Yoga* ses-
  sions early in the morning, focusing on "Quick Re-
  laxation Techniques" for stress management.

- Standardized and relevant psychometric instruments
  like MBTI, Personal Effectiveness Scale, the TAT were
  administered to provide greater insights and under-
  standing of one's self.

- Inputs on Achievement Motivation, Change Manage-
  ment, Emotional Intelligence as well as sessions on
  "Indian Insights into Personality and Leadership"
  were included to provide participants a holistic ap-
  proach towards leadership development.

- One of the unique features of the leadership devel-
  opment programmes was the Learning methodology.
  Videos of stalwarts in action in various fields such as
  entrepreneurship, theatre, sports, and the Indian Po-
  lice Service were shown as part of 'Learning from
  Leaders'. The leadership journey and the challenges
  faced by famous Indian leaders and articles written
  by academicians and practitioners on leadership were
  shared with participants to give them a global feel.

> Focusing on the strengths
> is perhaps more important
> than obsessing about the
> areas of improvement.

Programme material was carefully
handpicked to include learning from
the country as well as from the global
world. Articles by management gurus
like Warren Bennis and Noel Tichy,
and well-known books on leadership
and self awareness formed part of the
Programme material. Half a day was

dedicated to the review of these articles and books through group presentations.

- Another important facet of the LDP Programme was individual counselling provided to all participants for interpreting the 360 Degree Feedback. As part of this individual counselling, a senior level counsellor spent about an hour with each participant to establish the context and situation in which the participant was. This helped the individual come up with a very focused and 'implementable' Action Plan. The last day of the LDP workshop required each of the participants to make individual presentations and publicly share their Action Plans at an individual level based on the 360 Degree Feedback and at a department or SBU level based on the organization climate survey. This served as a public commitment made by all the participants to ensure that they worked on their respective action plans. The Action Plan presentations were made in the presence of the Director (HR) and other General Managers.

LDPs have been held in Bangalore from the very beginning, in a resort/similar location for all the participants from various units/offices.

Continuous Improvement in LDPs

Continuous improvement is one of the most important aspects of the Leadership Development Programme at BEL. After the first set of LDPs was held, continuous modifications were made in the contents of the subsequent programmes. These modifications were largely based on the feedback from the participants, captured through a survey and a series of "effort reviews" where participants made presentations on the progress made on their action plans and the changes they were able to bring about post-360 Degree Feedback. However, the broad structure and philosophy behind LDP remained unchanged. The highlights of the key changes that were made are given below:

- As a part of the Feedback process, it was suggested that the number of inputs be reduced and the programme be condensed to get a deeper insight into the topics being covered. Taking this feedback, the module on "Indian Insights into Personality and Leadership" was replaced with additional focus on

Change Management and Emotional intelligence. Consequently, the 4-day Programme was condensed into a 3-day Programme. However, the *Yoga* lecture relating to insights on meditation practices and the daily *Yoga* exercises relating to Stress Management were retained. Participants continued to work out action plans based on Organizational Climate Survey and their 360 Degree Feedback report. Counselling Sessions also continued as part of the Programme.

- After a few more years, there was a further reduction in the number of areas covered. Topics such as change management and emotional intelligence were dropped to provide time and space for a more focused treatment of areas/topics such as drive for results, motivating others, etc. BEL tied up with a leading Management Institute to offer a residential programme on Change Management. As a part of the Change Management Workshop, the participants were required to undertake a project so that they could implement the learning and initiate change in their own SBUs.

- In 2003, the tool that was used for 360 Degree Feedback was the RSDQ Model of Leadership Development, designed by T V Rao Learning Systems (TVRLS). In the year 2007, BEL designed its own Behavioural Competency Model. Hence, the Programme content was redesigned to align with that Model and to ensure deployment and development of key leadership competencies like Drive for Excellence, Passion for Achievement, Engaging and Energizing Teams, and Active Learning. The 360 Degree Feedback tool was modified to incorporate these competencies.

- For a few of the workshops, guest lecturers were invited to address participants in evening sessions. Stalwarts from some of the other industries who had gone through a 360 Degree Feedback and implemented the action plans based on it were invited. They gave their first-hand experiences with 360 Degree Feedback, what it meant to them, their initial reactions, and the way they were able to leverage the leadership development inputs to strengthen their own capability and become more effective leaders.

> Making continuous changes and upgrading the design, content, and methodology of LDP is important as it adds to the effectiveness and ensures that the design is dynamic and responds to the changing scenario.

These experience-sharing sessions were very much appreciated by all the participants, who got concrete ideas on how to use their 360 Degree Feedback. In some of the workshops, BEL executives who had gone through the previous LDP workshops and had successfully implemented the changes were also invited. This provided a lot of positive support and set the right tone for the participants to emulate.

Ascertaining Impact Post-LDP through Effort Reviews/Follow-up Workshops

While the overall feedback on the series of LDPs was very positive, past experience indicates that participants tend to accomplish more and work on their action plans if there is a process in place to monitor and measure the progress made. Keeping this principle in mind, the partner consulting organization designed a series of Effort Review Workshops for all those who had gone through the 360 Degree Feedback-based Leadership Development Programmes. A short questionnaire was designed to capture the impact the 360 Degree Feedback had made on the participants, in their professional as well as personal lives. The questionnaire dealt with three major dimensions, i.e., individual impact, organizational impact, and the methodology adopted. The detailed design of the Effort Review Workshops is detailed in Figure 1.

Each participant came prepared with a power-point presentation detailing the effort made on the action plans, the progress, and the challenges faced in implementing the action plans. The revisiting of the action plans was done in the presence of their respective General Managers and Director (HR), BEL.

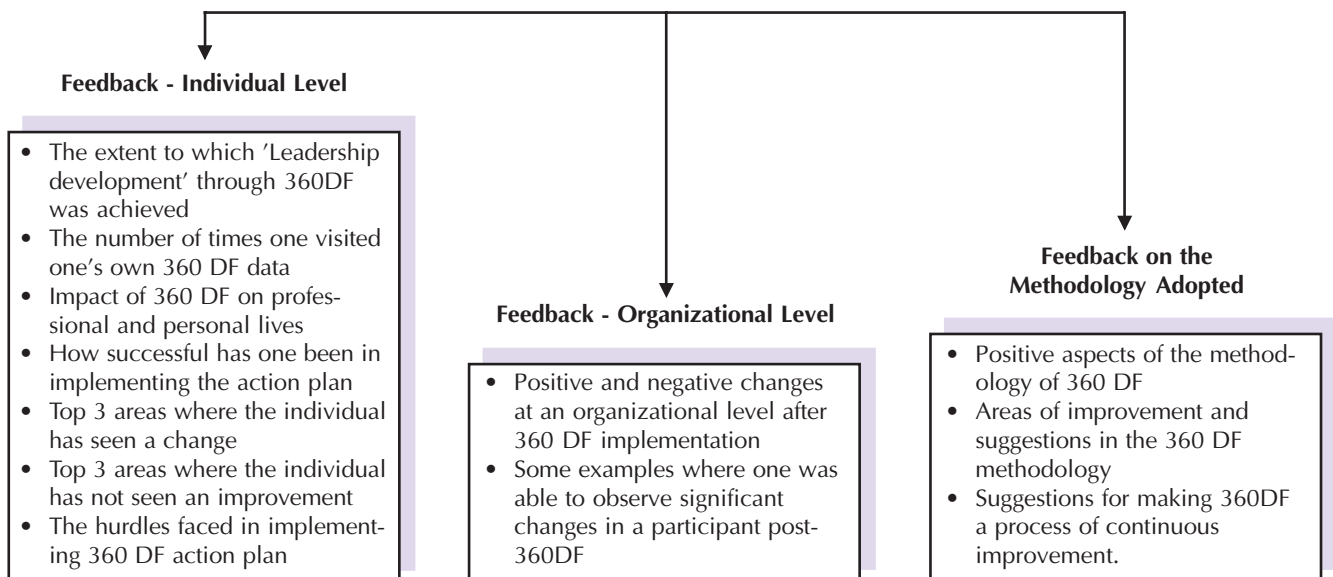The follow-up workshops also provided a platform for the organization and the participants to:

- Review the benefits of this initiative
- Revisit and ascertain achievement of the action plans set post-workshop, the challenges faced, and reformulate action plans wherever necessary
- Seek additional support required from the management to ensure a long-lasting impact of the initiative
- Give additional inputs on 'Being in control of one's growth' by using the psychometric tool, "Locus of Control scale' and sharing of the book 'As a Man Thinketh' by James Allen.

> Without counselling, the quality of action plans as well as clarity of individuals in terms of their strength and improvement were low. Counselling facilitates preparation of specific, measurable, ambitious, realistic, and time-bound action plans.

Overall Findings

The first set of Review Workshops was held in 2008. Since

Figure 1: Assertaining 360 DF Impact and Progress Made on Individual Action Plans

Feedback - Individual Level

- The extent to which 'Leadership development' through 360DF was achieved
- The number of times one visited one's own 360 DF data
- Impact of 360 DF on professional and personal lives
- How successful has one been in implementing the action plan
- Top 3 areas where the individual has seen a change
- Top 3 areas where the individual has not seen an improvement
- The hurdles faced in implementing 360 DF action plan

Feedback - Organizational Level

- Positive and negative changes at an organizational level after 360 DF implementation
- Some examples where one was able to observe significant changes in a participant post-360DF

Feedback on the Methodology Adopted

- Positive aspects of the methodology of 360 DF
- Areas of improvement and suggestions in the 360 DF methodology
- Suggestions for making 360DF a process of continuous improvement.

then, a total of 17 such review workshops were held, where 302 participants shared their efforts. Based on the data collected across the 17 workshops, a summary of the key findings is given below:

Summary of the Strengths

- 97 per cent of the participants reported a positive impact in their professional life and 81 per cent of the participants reported a positive impact even in their personal life after the 360DF.
- More than 40 per cent of the participants visited their 360DF data every quarter and 30 per cent of the participants visited their 360 DF report every six months.
- 179 out of 293 participants shared that they were able to accomplish at least 50 per cent of what they had put down as their action plan. Another 66 participants felt that they were able to achieve at least 30 per cent of their action plans.
- The RSDQ model was seen to be a very effective tool for providing a detailed insight into the various parameters of one's role.
- Participants reported a positive change after 360 DF at an individual level in areas such as self-awareness and better management of the self, interpersonal sensitivity, and relationship building, communication/interaction with others, planning, decision making, execution and follow-up, and overall improvement in behaviour towards others.
- Participants reported a positive change at an organization level in areas such as upward and downward communication and better participation of individuals, more sharing of information and greater transparency, meetings to involve others and more frequent reviews, and sensitivity to others.
- The positive aspects appreciated in the design and implementation of the leadership development included its scientific and systematic approach to leadership development, and its focus on self-awareness and self-management. The interactive methodology as well as the extensive use of videos, cases, and readings were appreciated.

> One of the key learnings in implementing LDPs was that focusing on strengths helped set a positive note to the entire initiative. It got the participants to move away from asking 'what is wrong' to identifying 'what is right' and using that to strengthen their own leadership capability.

Summary of the Areas Needing Improvement

It was suggested that a mechanism for periodic follow-up should be in place and feedback review sessions, anchored by the internal HR with help from consultants should be conducted regularly at a certain periodicity. It was felt that organizational support for the action plans set by participants could be strengthened.

The key areas where participants were not able to improve included time management, assertiveness, delegating, liaisoning with the boss and top management, and subordinate development.

Many participants reported facing hurdles such as managing time, other people's low receptivity to change, and difficulty in accepting new ideas, too many routine tasks/daily work that prevented participants' focus on the action plans or development activities, and lack of support from others, and lack of time, manpower, and other resources.

- Some of the suggestions for making the initiative more effective were to:
  - Extend the LDPs to include managers
  - Have a repeat 360 DF to ascertain the change
  - Have more experience sharing sessions from industry stalwarts.

Some Learnings and Lessons for Future

Some of the key learnings from conducting these intensive Leadership Development Programmes at BEL can be summarized as follows:

- *Focusing on the strengths* is perhaps more important than obsessing about the areas of improvement. Peter Drucker's observation that 'Great careers are built on strengths' is also true for leadership. One of the key learnings in implementing LDPs was that focusing on strengths helped set a positive note to the entire initiative. It got the participants to move away from asking 'what is wrong' to identifying 'what is right' and using that to strengthen their own leadership capability.

- *Involvement and presence of top management in crucial events* is critical for the success of any leadership initiative. In the BEL context, the top management, Director (HR), and General Managers were present when the participants shared their action plans and made a public commitment of the changes that they would like to bring about. This not only added seriousness to their efforts, but also sent a signal that leadership is serious business at BEL. One of the unique methods adopted during the effort review was that when a participant from a particular SBU had to share the progress made in the implementation of his/her action plan, the General Manager of SBU would be present and indicate the changes that he/she had noticed and also give inputs on how the participant could do things differently in the future. The Director (HR) also offered creative suggestions to the participants. This helped in bringing about a lot of energy in the entire action plan implementation.

- It is useful to have a detailed follow-up including *frequent communications and reminders* to the participants to make sure that changes are brought about and participants work on their action plan.

- *Making continuous changes and upgrading the design, content, and methodology* of LDP is important as it adds to the effectiveness and ensures that the design is dynamic and responds to the changing scenario. For example, going forward, BEL may like to include even customers and other key stakeholders in the 360 Degree Feedback survey.

- *Investing in an effort review* is one of the key ways to ensure and establish the extent of change that is possible as well as help to explore ways to keep up the momentum of self-development.

- *Strong action planning* forms the heart of LDP. The final outcome of the three days is in the form of a clear-cut action plan that provides direction on where one should focus one's energy on, to realize the leadership potential. Counselling

> One can avoid being too ambitious and avoid incorporating too many elements in LDP. Instead of having more width, having greater depth may be more effective and beneficial.

should form an integral part of the workshop design. It was observed that without counselling, the quality of action plans as well as clarity of individuals in terms of their strength and improvement were low. Counselling facilitates preparation of specific, measurable, ambitious, realistic, and time-bound action plans. All LDP initiatives must ensure that the participants do not leave the leadership workshops without making a public commitment of their action plan in terms of the top two or three strengths and how they plan to leverage them as well as top two areas of improvement that they would like to focus on.

- Past experience has shown that LDP must always be designed with a *focus on two or three key topics and areas*. Incorporating the climate survey along with the 360 Degree Feedback was not found to be necessarily the best design as the focus on the self got somewhat diluted. Moreover, the action plan implementation of the OCS required participants to meet frequently after the LDP workshop and this proved to be a huge challenge. Hence, the progress made on the OCS action plans was limited. This clearly states that one can avoid being too ambitious and avoid incorporating too many elements in LDP. Instead of having more width, having greater depth may be more effective and beneficial.

The intent of leadership development at BEL is to look at teams and focus more on developing a holistic leadership architecture to take BEL into the next phase of growth.

> The intent of leadership development at BEL is to look at teams and focus more on developing a holistic leadership architecture to take BEL into the next phase of growth.

Overall, the journey of 360 Degree Feedback-based leadership development that BEL embarked in 2003 has reaped rich dividends. As shared during the course of the Effort Reviews, many concrete instances were narrated, where individuals were able to contribute to the growth of their department, SBU or to the growth of their team members. One individual, who had 'Delegation' as an area of improvement, took it up aggressively in his action plan. He went back and had

a series of discussions with his immediate reportees to identify (a) activities that he is responsible for, which the team would like to take on and (b) activities that the team is anchoring, where they would require lesser involvement from him. Based on the outcomes of the discussion, the participant was able to reduce his involvement in operational issues and the time released was used on areas of strategic importance. As a result of this, the individual was able to get new business worth a few crores, which he felt may not have happened had he not taken up Delegation with such seriousness. Similarly, there was another individual whose feedback reflected that while his quality of communication was very good, the quantity or frequency of communication needed to be enhanced. The individual worked out a focused plan on enhancing communication with the key stakeholders in his SBU. He became much more conscious and even got an LCD projector installed in his room, and used it extensively to communicate relevant information to his team members. This improved the overall sharing of ideas as well as communication in the particular SBU. These are only a few instances of the changes that were bought about. There are many more, though they may not be in public domain. Not only have individuals gained from it, but so has the organization. While the impact at the organization level has not been felt as strongly as the impact at an individual level, small changes like attempts to have more fun at the workplace, celebrating small victories, etc., have been taken up with much more seriousness than before.

However, as true of any journey, a lot more needs to be done. Drawing inspiration from Robert Frost, 'The woods are lovely, dark and deep ...but we truly have miles to go before we sleep.' ⌄

Leaderhip Development At Hindustan Unilever Limited (HUL)

Ankush Punj

At HUL, we often say that we are as much in the business of building leaders as we are in the business of selling consumer goods. As much is written and quoted about us on leadership development as on Branding and Marketing. Being a "leadership factory" is the result of a rigorous, wholesome approach towards leadership development and decades of practising and perfecting it.

Prakash Tandon, Dr. Ashok Ganguly, SM Datta, KB Dadiseth, Vindi Banga, R Gopalakrishnan, and Harish Manwani are only some of the great leaders this company has produced. Our approach to recruiting and nurturing leaders has been built over several decades where each generation of leaders has left a legacy for the future by playing its part in selecting and nurturing the right talent. This constant endeavour of attracting the brightest minds and grooming them to take up challenging responsibilities, has been instrumental in the growth and success story of HUL. Leadership Development at HUL is about analysing, understanding, and building leaders through a combination of disciplined routines and processes, and something not always evident from outside: a collective expertise, honed through practice, in recognizing and developing talent. This write up summarizes the key tenets of HUL's holistic approach to Leadership Devel- opment.

> Leadership Development at HUL is about analysing, understanding, and building leaders through a combination of disciplined routines and processes, and something not always evident from outside: a collective expertise, honed through practice, in recognizing and developing talent.

Unilever's Approach to Leadership Development in India

HUL's leadership development journey started over four decades ago with Unilever's core belief of developing local talent to manage the local business. At a time when most corporates were bringing in external leaders in senior positions in India, Unilever placed its bets on its internal talent pipeline and groomed talent locally to take on the leadership mantle. Dr. Prakash Tandon

became the first Indian Chairman of Hindustan Lever Limited, a decision that set the path for many subsequent Indian leaders to lead HUL over the years. The practice of identifying, nurturing, and developing the next line of leadership that could carry forward the lineage was embedded early on in the organization. The mindset of building one's successor is deeply ingrained in the organization, even among the young managers.

Our approach towards leadership development follows a systems approach of focusing on input and process to arrive at the desired output. It comprises of five key elements and each of these translates into processes and systems that are driven with rigour across the organization. Most importantly, they are driven in joint ownership by the line, HR teams, and the individual him/herself – which is what makes it deeply rooted and all-pervasive.

Attract The Best

HUL is committed to attracting the best talent whether it is management trainees, mid-career recruits or grooming people internally through the ranks. HUL has always been a strong employer brand, thanks to our corporate reputation as well as talent processes and leadership lineage. We continuously engage with our employees, study and understand them to be able to know how to connect with them. For example, at HUL we have found that the talent today seeks to be inspired by the leadership of the organization, cares about the ethics of the organization, and would like the employer to be socially responsible. HUL is aware that Gen Y seeks greater autonomy, early responsibility, and creative freedom; and these factors rate high on their priority list while choosing their place of work.

Over the last three years, we have started engaging more actively with the talent pool available on campuses. We have systemized our approach by building a scientific and repeatable model of building our employer brand in top business and technical schools. We have taken a three-pronged approach to building our employer brand.

> While we have an ongoing active engagement with the campus placement teams, we believe that a much stronger proponent of the employer brand are our managers – the alumni of these institutes. Thus, we actively leverage our managers as brand ambassadors to engage with the students on the campus.

First, the work of sustainably building an employer brand is limited not just to the Recruitment team, but is co-opted by the leadership of the organization. We even have an executive sponsor to our Employer Brand initiative on the HUL Management Committee – the Marketing Director for the Home and Personal Care business coaches the Campus team. Significant leadership effort and time is invested in visiting campuses and connecting with the students. Last year, in a unique initiative, "Learn to Lead," the senior leadership of the organization visited the campus of the top MBA schools and shared with young students their leadership lessons and their vision of what leadership in 2020 would be all about.

Second, while we have an ongoing active engagement with the campus placement teams, we believe that a much stronger proponent of the employer brand are our managers – the alumni of these institutes. Thus, we actively leverage our managers as brand ambassadors to engage with the students on the campus.

Third, what better advocacy can we offer than from the HUL Alumni who are now leaders in other organizations? Our reputation as an organization that grooms talent for future senior leadership positions is held high by the fact that not only do we get talent ready to lead HUL but the same is endorsed and whetted by other reputed organizations. Thus an active plank of our employer branding work is engagement with the HUL alumni.

Start Early

Having made the effort to attract and recruit the best talent, we invest equal energy and commitment to their early induction, training, and assimilation in the organization.

The fresh management recruits go through HUL's Management Training (MT) programme, also referred to as the Unilever Future Leaders Programme with a "License to Learn." A 15-month long rigorous MT programme

has been running for over four decades now. It offers a broad spectrum of learning opportunities which help young managers not only in the initial phase of their career, but in subsequent roles as well. Some of the senior-most leaders in Unilever who went through the MT programme acknowledge that a significant credit for their success goes to this programme. Over the years MT has been reviewed and revised. However, the core tenets of the programme remain intact. They are as follows:

- Management Training period is a phase of
  - o Learning by doing
  - o Learning through observation
  - o Learning through coaching
  - o Learning in depth and through width – functional in-depth exposure and cross-functional width exposure.
- Investing time for MT programmes is a responsibility of every leader in the organization. To achieve this, HUL has developed:
  - o A robust framework of mentors, coaches, and tutors to support and facilitate the trainees' learning
  - o A system of reverse feedback on tutors and coaches to drive accountability of building talent.
- Strict compliance to the learning schedules and duration of the programme
  - o Central Unilever Leadership Team cell track stint compliance and rotation of all trainees
  - o Completion of learning objectives mandatory to confirmation.

We take as much pride in sustaining old processes as we do in innovating to bring in changes. Over the past few years, the MT programme has evolved to become more contemporary and relevant to our business priorities as well as to the key leadership priorities for the future.

Relationships built here – with one's tutors, coach, and mentor are carried forward for life! Most of our senior leaders today in their conversations often talk of leaders who had groomed them or trained them during their MT stints and how they valued those coaches and continue to reach out to them even today.

The most significant and notable recent innovation in the UFLP (Unilever Future Leaders Programme) is the institutionalization of reverse feedback and evaluation. Not only do the trainees get evaluated for their progress during the fifteen months, they also get the opportunity to give feedback on the quality of coaching inputs they get from their coaches and mentors. We believe this raises the overall quality of the training programme and also develops our managers into better coaches and mentors.

In HUL, being a coach/tutor is a matter of privilege and you have to earn your right to be one. There are a clear set of selection criteria for tutors and coaches. Every year members of the MC review these feedbacks scores. Those who do not rate well are dropped. Equally those who rate well are recognized and acknowledged for their effort and contribution to building future leaders for the organization.

Establish Robust Talent Management Processes

A robust performance management system forms the bedrock of talent management in an organization. At HUL, we call it "Performance Development Planning" (PDP) – a process that encapsulates not just performance evaluation but elements like development and career progression as well. Hence PDP conversations that take place thrice a year between an employee and his/her line manager are holistic –performance as well as development-oriented.

The PDP rolls up into a holistic review of the talent in a function undertaken by a body called the Functional Resource Committee (FRC) which is chaired by the Functional Head (who is a Management Committee member). The FRC meets at least twice a year and their role is to review all aspects of talent management. These include:

- Review of each and every individual in the function – on performance and potential

> No talent management process is complete without a robust process of building capabilities. At HUL, we offer a host of learning opportunities to the employees to choose from and facilitate their learning.

- Functional capability gap analysis
- Capability building agenda
- Review of organization design
- Strategic talent flow planning
- Identification of key roles
- Input to succession for key roles

The tools deployed by the FRCs for effective talent management include:

- Key role identification
- Key roles : Key people matrix
- Leadership differentiation tool – a 9-box matrix that aids plotting individuals into a 3X3 matrix on the 'What' and 'How' of Performance
- Succession planning tool and retention risk assessment tool.

HR Planning process at HUL is owned and managed with the same discipline as the Business Planning process. It is not episodic. It ensures the involvement and ownership of line managers and functional leadership. The quality of conversations lends the process its credibility.

Transparency and Clarity to Individuals

The talent reviews and HR planning processes are not an end in itself. The loop is closed by transparent sharing with the individual his/her performance assessment, the organizations view on their potential, next career moves, and the Development Action Plan (a personal plan of each employee to ensure their professional skill and competence development in line with their career aspirations).

To ensure that messages are not lost in translation or transition, formal individualized "Performance and Capability Cards" are handed out to every employee in the organization. It also serves as a key enabler for an honest conversation between the line manager and the employee.

Invest in Capability Building

No talent management process is complete without a robust process of building capabilities. At HUL, we of-

fer a host of learning opportunities to the employees to choose from and facilitate their learning. While at one end, training facilities drive formal classroom training in partnership with subject matter experts and universities across the world, on the other end, learning extends beyond formal classroom trainings and encapsulates self-paced learning, peer learning, learning via coach interactions and on-the-job learning.

Contemporary learning techniques like e-learning not only make learning easy, quick, and efficient, it also democratizes the process of learning by making it available to everyone regardless of grade and experience. Deploying e-learning in an organization is like cultivating a habit – it takes time, lots of practice, and repeated communication and engagement. Over the last three years, we have clocked roughly 45,000 hours of e-learning per year. Blended learning initiatives, pre- and post-classroom training sessions, facilitating key skill building through e-learning modules, etc., have helped get employees into the habit of self-paced online learning. Our e-learning programmes are today accessed by over 5,000 employees across work levels.

Critical to building leadership in an organization is the effort to run it across the organization rather than limit it to the top. For each level, it is imperative to focus on the talent available at the level below – and ensure that a healthy pipeline of leaders is ready for the next level. At HUL, this principle cascades down to the shopfloor employees. Each of our 10,000 workmen has a formal process of online skill mapping and appraisal. We have a formal SiO (Stepping into One) programme in which over 100 shopfloor employees have been iden-

> Leadership is not just leadership in business and marketplace, but leadership of thought as well.

Leadership Development 24X7

40% of leadership time is invested in building talent for tomorrow

tified as potential WL 1 (executive) candidates and are now going through this blended learning programme aimed to accelerate their progression into the executive cadre.

Equally we are investing in 20,000 of our extended 3P salesmen in our sales system to build their levels of engagement and productivity.

Leadership Development 24X7

Leadership development is not a stand-alone activity sitting as a block of time in one's calendar. We have built ourselves a leadership pipeline not just for today but for many years to come. This confidence comes from the fact that leadership development flows in the DNA of the organization – it thus occurs 24X7 – through a myriad of processes that address various aspects of organizational leadership.

Our leadership development approach follows the 70:20:10 principle:

- 70 per cent of an individual's learning and growth comes from the roles one gets to play and the diversity of experiences that one acquires through projects, short-term assignments, and via focus on one's key performance deliverables.
- 20 per cent of it is through coaching, peer learning, internal and external orientation, and constant interaction with the organization's leadership.
- 10 per cent of the leadership development takes place through formal structured programmes that are offered by our training facilities in partnership with subject matter experts on various aspects of leadership. These are leadership-intense programmes and are usually supported by elements from 70 per cent and 20 per cent to ensure that the learning is carried beyond the programme into one's daily work and sustained.

The most pivotal role in leadership development is that of the senior leadership. Leaders at HUL are evaluated on the role they play in building the future talent and teams of the organization. This is one of the five key "Standards of Leadership[7]" that Unilever holds high and

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7 The five Standards of Leadership are: 1. Growth Mindset, 2. Accountability & Responsibility, 3. Bias for Action, 4. Consumer & Customer Focus, 5. Building Talent & Teams.

evaluates the quality of its leadership through. The members of the functional resource committees are accountable for the strength and the quality of leadership pipeline of the function and are called to review their respective 'engagement and coaching' plans as a leader.

Most senior leaders at HUL formally coach or mentor at least one manager in the organization – this includes management trainees, key talent, women managers, etc. Aside from the formal process of coaching and mentoring, a lot of informal coaching happens throughout the organization as most managers have their own personal coaches/mentors, for example, ex-line managers, tutors, guides, etc. We realize that once enough impetus for a long enough period of time is formally provided, coaching and mentoring in an organization follows a self-sustaining virtuous cycle.

At a recent leadership event, many of our top 100 leaders observed that they had at least one person (still serving or retired) who was a coach/mentor to them and that the relationship had sustained for over ten years and across the organization's boundaries. Every one of them could identify at least one person who they felt played a significant role in their learning and development! The virtuous cycle of grooming and developing new leaders sustains itself as every protégée considers it a responsibility to invest in the next line of leadership just as their mentors had done it for them.

In India For India

At HUL, we often say, "What's good for India, is good for HUL." It is this unshakeable belief that has stood this company in good stead and helped it see through rough weathers. The talisman in most conflicting decisions is to evaluate the impact of our decisions on India and Indians. We have followed this philosophy for over four decades, from the time Unilever started investing in grooming local talent in the country to take up leadership positions. In 2005, we articulated this commitment in the form of a Vision statement, "To earn the love and respect of India by making a real difference to every Indian."

Our leadership philosophy too has over the last four decades been rock-steady. We have over 200 managers expatriated from HUL who are currently serving at senior leadership positions in Unilever. The total number of managers expatriated over the last decade is as high as

400. Until recently, two of the Unilever board members were ex-HUL managers and the current Chief Operating Officer of Unilever globally comes from HUL. These facts are a testimony to our philosophy of building in-house talent rather than source in talent from other geographies. We pride ourselves in being net exporters of talent in the globe and HUL talent is one of the most sought after across the world today.

"In India, For India" also has another facet – being rooted in the 'real' India. India is a country of contradictions. It is famously said, "Everything that is true of India, so is the exact opposite of it."

It is thus not easy to determine, "what is right for India," it requires deep-rooted connections with the heartland and constant exposure to the "many faces of the real Indian."

The rural stint of our MT programme is a period of four weeks which every management trainee in the company spends living in a village along with the villagers and being a part of their lives. We have done this not for a year or two but for over two decades. It not only humbles every trainee but gives an inside view of an India that most of the privileged lot like us have limited exposure to.

All managers across functions and businesses undertake consumer and customer visits periodically and insights from the same are captured and fed back into the business. As India evolves and develops socially and economically, these interactions are becoming more and more frequent so as to stay in touch with the needs of our consumers.

'Project Shakti,' our flagship rural consumer outreach programme is a unique endeavour through which not only we as a company are gaining, so are the house-wives in the villages where we have rolled it out. 'Project Shakti' is the pioneering example of "Doing Well by Doing Good" – a distribution system that has provided livelihoods to thousands of village women and is a source of secondary income to them.

Leadership is not just leadership in business and marketplace, but leadership of thought as well. Examples like Project Shakti demonstrate thought leadership that we have nurtured in the organization. As a part of the society, it is also a responsibility of the corporate to employ sustainable business practices. The leaders of the future need to be wakeful of the issues that will confront the business and the society tomorrow and look for progressive ways to address them. Leadership has an ethical angle and it is inconceivable to imagine a flourishing business in a deteriorating society. This is our underlying assumption for "Good for India is good for HUL."

> The most crucial ingredient for the leadership recipe to be successful is "passion." The success of our leadership development story rests on the fact that we take pride in building leaders! Our leaders are passionate about investing time in periodically reviewing talent lists, coaching and mentoring high potential talent, and providing opportunities to groom them for bigger jobs.

Conclusion

Building leaders is a tough and demanding job; it is time-consuming, and requires sustained commitment of people across the organization. In a complex busy world of today, it is difficult to practice a habit that is long-term and important but not necessarily urgent. Leadership development is like that! It takes time to see the results of actions one undertakes today. In some ways, it is a game of faith and resilience! Hence the most crucial ingredient for the leadership recipe to be successful is "passion". The success of our leadership development story rests on the fact that we take pride in building leaders! Our leaders are passionate about investing time in periodically reviewing talent lists, coaching and mentoring high potential talent, and providing opportunities to groom them for bigger jobs. Eventually it is leaders who build leaders.

Leadership Development at Lupin

Rituraj Sar

People are not your most important asset. The right people are.

— *Good to Great*, Jim Collins

Leadership development," in simple terms, refers to any activity that enhances the quality of leadership within an individual or organization. It is an ongoing systematic process that assesses, develops, and grows talent at all levels of management, and integrates tightly with performance management and succession management. Leadership development produces higher performing organizations through improving leader effectiveness.

The biggest problem with a concept like leadership is that it can mean varied things to different people. There is a strong temptation to attribute all possible good qualities on one person. Sometimes, these include "irreconcilable opposites" in qualities such as a strong aggressive leader who chews competition but at the same time is an extremely harmonious team player!!!

> Developing leaders is not just about training programmes. It is putting in place a series of activities and learning events that, over time, build capability.

Lupin Pharmaceuticals Inc.

Lupin Limited is an innovation-led transnational pharmaceutical company producing a wide range of quality, affordable generic and branded formulations, and Active Pharmaceutical Ingredients (APIs) for the developed and developing markets of the world. Our Founder Chairman, Dr. Desh Bandhu Gupta's vision and dream to fight life threatening infectious diseases and manufacture drugs of highest national priority led to the formation of Lupin in the year 1968.

Our drugs and products reach over 70 countries in the world. Today, Lupin has emerged as the 5th largest and among the fastest growing Top 5 companies in the US (by prescriptions), the only Asian company to achieve that distinction. The company is also among the fastest growing top 5 pharmaceutical players in India (ORG IMS) and among the fastest growing, top 10 Generic players in Japan and South Africa. (IMS).

Our state-of-the-art manufacturing plants add to our ability to deliver quality and scale, having successfully integrated our capabilities and capacities to deliver a wide product portfolio that caters to the varied needs of diverse markets. Committed to quality, safety, and the environment, most of our manufacturing facilities have been inspected and approved by the US FDA and UK MHRA, WHO, Australian TGA, and Japan's MHLW.

Lupin's Formulation Facilities

- Aurangabad
- Jammu
- Mandideep
- Indore
- Goa

Lupin's API Facilities

- Ankleshwar
- Mandideep
- Tarapur
- Vadodara

At Lupin, we believe our people are our biggest strength. We continuously nurture and motivate our human assets. We attribute our success so far, to the efficient and committed workforce of 12,000+ Lupinytes across the globe. The HR function is constantly engaged in providing opportunities to our people to equip them with the right skills to enable them to learn, perform, and succeed.

In the words of our Managing Director, Dr. Kamal Sharma, "At the heart of Lupin's growth story are our people. We outperform in the marketplace through the 'outbehaviour' of our teams across the world."

Our yearning to deliver brilliance has compelled us to have by our side, the best-in-class talent that aligns its strides to our objectives. Our distinguished pool of intellectuals is impregnated with the right elements that drive success – competence as well as excellence.

Lupin's moral fibre rests on a strong set of values comprising of integrity, superior performance, entrepreneurship, customer orientation, working together, and respect for people. The Company believes that grooming young talent into leaders of tomorrow is an ongoing process. In its endeavour to create a reservoir of leaders, the Company has evaluated and designed various leadership programmes.

Different Facets of Leadership

At Lupin, we view leadership from three different angles:

- Leading Self
- Leading Situations
- Leading Others

Though leadership is commonly construed to be an activity of leading and managing others, at Lupin, we believe that there are many more facets to leadership. The process of leading others begins with the process of leading ourselves first. The self management phase is of utmost importance which gradually spreads over to leading in varied situations.

At Lupin, we have taken the view that developing leaders is much like building muscles. It takes a varied series of activities, spread over time, to create any noticeable improvement in strength. And, once muscles are developed, they need to be continuously exercised or they quickly atrophy.

Developing leaders is not just about training programmes. It is putting in place a series of activities and learning events that, over time, build capability. These activities at Lupin are varied in content, method of delivery, and duration. A few activities are short and serve as a catalyst for future action. Others are longer and provide a more intensive mental workout. But the key to successful leadership development programme at Lupin is to have several learning events over time and not to go for a single event approach.

> Our leadership development practices seek to fulfill our need to align ourselves to a common goal and a common purpose so as to become better integrated in the broader context of organizational business challenges and systems. Thus, not only do we *hire and develop* leaders, but also nurture and reinforce *enactment* of the kinds of behaviours desired in those leaders.

What Are We Doing?

In designing interventions for Lupin, we figured that there is no simple or single template for developing leaders. Organizations had the most success when they tailored leader development systems to the realities of business, recognizing that strategies for growing leaders shift with changing demands of the enterprise.

Our perspective on Leadership Development has also been influenced by the advent of the "networked economy" where "partnerships" have been essential to competitive effectiveness.

As a result leadership development at Lupin was designed using a three-pronged approach, which utilizes the collective capacity of all members of an organization to accomplish critical aspects such as:

- Alignment
- Scale Up
- Employee Life Cycle Management

Leadership development based on these paradigms requires us to have a deeper understanding of the role of organizational systems and culture in the process.

Alignment

Alignment becomes imperative in our context of leadership development because of the evolving size of our organization (grown over 4 times in business and 3 times in manpower over the last 5 years) and the nature of our business. The nature of any pharmaceutical business is unique in the sense that the essence of the business is working towards a social cause. But at the same time they are subject to a variety of laws and regulations regarding patenting, testing, and ensuring safety and efficacy and marketing of drugs.

At Lupin, our business segments are categorized into the Formulation and API business segments. Both of them are similar yet different – Similar in terms of our goal and different in terms of the nature of the business set up. The issue of alignment thereby becomes impor-

tant in our business context.

Our leadership development practices seek to fulfill our need to align ourselves to a common goal and a common purpose so as to become better integrated in the broader context of organizational business challenges and systems. Thus, not only do we *hire and develop* leaders, but also nurture and reinforce *enactment* of the kinds of behaviours desired in those leaders.

We hire close to 4,000 new employees approximately every year. So, our initiatives are more focused on getting them into the groove immediately. Some of our broad initiatives in this direction include:

- *UDBHAV:* This 12-day Induction Programme for new recruits seeks to meet alignment gaps, commonly found among new recruits, and achieve cross-functional synergy. Udbhav helps us to harness the energy of the youth, allow them to seamlessly settle down, and instill a feeling of ownership and pride in them. In the course of this programme, new joinees learn more about the organization, their roles, and also about themselves.

- *BUDDY:* The Buddy Programme aims to accelerate the new employee's ability to deal with early disconcerting issues by matching the new joiners with a "Buddy" so that his/her cultural integration and orientation to the new workplace is fostered seamlessly.

- *SAMPARK:* A quarterly address from Chairman as well as MD to all the employees ensures that the details about our progress and plan are reaching everyone directly on a regular basis.

- *CROSS-FUNCTIONAL PROJECTS:* A number of identified multi-team projects to achieve proactive improvements as per the scheduled timelines help in fostering the 'big picture connect' for various functions.

The purpose is to instill a sense of belonging amongst our new employees, make them feel welcomed, ensure understanding of the structure, culture, policies, etc., and instill a sense of accountability to self, department, and Lupin as a whole.

> Lupin has a lot of examples of 'long innings' or a 'second innings' of employees. This has possibly been an outcome of our various Life Cycle Management initiatives.

Scale Up

Lupin is a fast growing organization. In order to match our growing needs, we need to ensure that we have the requisite skill sets to match our aspirations. This calls for:

- Capability at our end to manage the growth
- Identifying the existing skills gaps and managing it
- Getting our work force ready for the future.

Some of the more traditional modes of this provision include formal management programmes aimed at disseminating skills and knowledge. We have preferred education and development rather than simply training individuals to prepare them to move in the new directions that organizational change may require".

At Lupin, we thus have evolved the following initiatives:

- *Higher Education Initiatives:* We have tie-ups with national level institutes of technology and management to help us achieve long-term education and development goals. We offer varied programmes like MS in Pharmaceutical Operations and Management and Ms. Tech and Executive MBA. The main objective here is to fulfill the growth and development aspirations of our employees.

- *Career Management:* We offer various career management initiatives to our employees. These include initiatives like Expanding Horizons, Top 100 Managers etc. This is primarily done through on-job exposure to diversity by design, higher education opportunities as well as through customized training interventions.

Opportunities are provided for high-performing employees to move to jobs in different functions/departments so as to broaden their skills and knowledge and provide job enrichment through cross-functional exposure and thus create retention hooks. Through this, it is also ensured that we generate our future pipeline of leadership and also communicate to the high potential employees that their career, growth, and development are on the top management radar.

- *Role Capability Enhancement Programmes:* This was a skill-specific programme where we have tied up with a reputable national level management institute

for business leaders in Manufacturing . All heads of departments from senior and middle level management are sent for classroom training for six intensive days. The focus is enhancing leadership capability at HOD level.

- *Frontline Leadership Programmes:* We believe that one of the high impact areas due to fast growth arises at the frontline leadership level. This requires renewed focus and thrust for 'skilling up'. As a result, we have interventions aimed at Sales (Accelerating Managerial Excellence – AMEX) as well as Manufacturing (Leader Plus) teams for enhancing the experience for front liners through improved front line.

This also involves making the identification process of front line leaders more scientific by using Assessment Centres. This brings greater objectivity to the judgement of seniors as the scale is expanding.

Employee Life Cycle Management

An employee life cycle involves steps that the employees go through from the time they enter a company until they leave. Employees are one of a company's largest expenses. Unlike other major capital costs (buildings, machinery, technology, etc.), human capital is highly volatile. Through our Leadership Development initiatives, we seek to reduce this volatility. The span of initiatives ranges from the first year to the third year. This involves instilling a sense of belonging, reinforcing pride, and thereby helping them to make a mark/contribute to their relevant functions.

Exit process management also plays a key role. We see this as another opportunity for us to communicate to our people that we care even as the employee is leaving the organization. We have therefore put in place a process around our exit management initiatives in terms of collecting inputs from the exiting employees at the time they are leaving and two months after the exit. Lupin has a lot of examples of 'long innings' or a 'second innings' of employees. This has possibly been an outcome of our various Life Cycle Management initiatives, e.g., Entry Stage: Udbhav, Buddy, etc; Stay: Higher Education initiatives, Career Management, etc.

The impact assessment of our Leadership Development initiatives shows both intangible and intangible benefits. To name a few:

- Driving performance
- Increasing leadership bench strength
- Increasing leadership retention
- Increasing employee retention.

The Leadership Journey at the Murugappa Group

Rishikesha T Krishnan, C Manohar Reddy, Vasanthi Srinivasan and Manoj Kumar Jaiswal

It is widely recognized that the source of competitive advantage for many organizations lies in their leadership pipeline. In fact, leadership has been seen as a critical variable in the change and transformation efforts of organizations. We present the case study of a leadership development initiative at a large Indian family-owned Group – The Murugappa Group. This leadership initiative is a product of an extensive collaboration between the HR and the Management Development Centre of the Murugappa Group and a faculty team from a leading management institute over the last decade.

Overview and Background

The Murugappa Group is a family-owned conglomerate with businesses in engineering, abrasives, bicycles, financial services, insurance, and agri-products. It has 32,000 employees across its various businesses with an annual turnover of more of Rs. 17,051 crore. In 1991, as the process of liberalization and globalization took root in India, and the Group decided to invest in grooming its future leaders, there was a belief within the Group that internally groomed leaders would subsequently take on leadership roles within the organization.

To meet this emerging need for new leaders who could efficiently manage in a changed context, the Group launched its first Business Leadership Programme (BLP) in 1991. Nine years later, in 2000, the Group felt a strong need to transform itself into a highly dynamic, flexible, and proactive organization to be able to sustain its aggressive inorganic growth strategy through mergers and

acquisitions. It decided to identify and groom leaders to spearhead this transformation effort in the years ahead and help the Group companies thrive in the changing competitive landscape. A comprehensive review of the Business Leadership Programme (BLP) was thus undertaken.

A leading management institute was invited to evaluate the leadership gaps within the organization, identify the needs, and redesign the programme to meet the changing needs. The objective of the newly designed programme was "to identify high potential managers, groom them with relevant best in class content and create a pool of leaders who can seamlessly step into leadership positions across the Group."

The Group requested the team from the management institute to closely collaborate with the Group executives in the design, conduct, monitoring, review, and evaluation of the Business Leadership Programme. From the Murugappa Group's side, the leadership initiative was to be anchored by its Management Development Centre (MDC) and the faculty from the management institute was expected to be the external facilitator during the different phases of BLP. Given the objectives of BLP, it was proposed that the participants would be selected through a rigorous and objective selection process by inviting applications instead of the earlier practice of selecting through nominations.

> In 1991, as the process of liberalization and globalization took root in India, and the Group decided to invest in grooming its future leaders, there was a belief within the Group that internally groomed leaders would subsequently take on leadership roles within the organization.

Design Philosophy of BLP

A review of the global literature on leadership development revealed four broad approaches that organizations used – learning through conceptual understanding, learning through personal growth, learning through feedback, and learning through skill building[8,9]. The traditional leadership development programmes adopted by the business schools and universities followed the 'learning through conceptual understanding' approach with an emphasis on the theoretical understanding of the leadership models with a lecture and a case discussion format. As John Kotter mentions, the objective of such programmes "is not to really develop the skills in the classroom but to help managers appreciate them and gain awareness. The value of this aspect of leadership training is in helping people to understand what leadership really is. This awareness can also stimulate participants' enthusiasm about the idea of leading." [10]

The second approach is leadership development through personal growth which is based on the humanistic assumption that leaders are individuals who would like to realize their potential. This approach tends to use experiential exercises which are designed to encourage reflection and gain personal insight, leading to the formulation of a personally meaningful vision for the participants and a personal development plan.

The third approach is leadership development through feedback. Multi-source feedback from peers, subordinates, superiors, customers, and family members provides a complete, comprehensive, and accurate picture of the individual and his/her orientation. The feedback is expected to result in enhanced self-knowledge and increased self-awareness of one's impact on others. This enhanced self-awareness is expected to result in the participants modifying their behaviour in the work contexts and enhance their leadership effectiveness.

The fourth approach to leadership development is through skill-building. Leadership is conceptualized as a set of complex cognitive skills. Some of these skills include communication, visioning, creative problem-solving, multi-cultural effectiveness, conflict resolution, and coaching. Role plays, simulations, and games are used as methods to impart these skills.

In addition, leadership development literature increasingly recognizes the fact that training is but one compo-

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8 Conger, J A (1992). *Learning to Lead: The Art of Transforming Managers Into Leaders*, San Francisco: Jossey Bass.

9 Hernez-Broome G and Hughes R L (2004). "Leadership Development: Past, Present and Future," *Human Resource Planning*. 27(1), 24-31.

10 *Op. cit.*

nent and that developmental experiences which are linked to or embedded in a person's ongoing area of work and are integrated with real-life experiences are likely to have the greatest impact[11,12,13,14]. Formal mentoring, job rotation, 'stretch assignments' and opportunities for taking on greater responsibilities to build the experience base have also been found to be stimulants of experiential learning and internalization[15,16].

The overall philosophy of the revised BLP for the Murugappa Group was founded on the belief that grooming of business leaders required a multi-pronged approach involving functional understanding, self-learning, personal insight into one's own beliefs, values, attitudes and behaviour, action-learning, and internalization of more effective behaviour as individuals and leaders. It was felt that any learning process that the participants engage in, as a part of leadership development, needed to include all the three components of learning: conceptual learning, reflective learning, and action-learning. Conceptual learning was expected to result in the participants acquiring the necessary concepts, theories, and perspectives that would allow them to

> Any learning process that the participants engage in, as a part of leadership development, needed to include all the three components of learning: conceptual learning, reflective learning, and action-learning.

perform effectively in their current and future roles as functional managers and business leaders. Reflective learning was expected to enhance self-awareness and personal insight of the participants. It would also provide them an opportunity to architect their personal vision. Action-learning was expected to provide them with an opportunity to actually engage with and apply their learning in real-life contexts. This was expected to give the participants an opportunity to demonstrate their competence, learning, motivation, and expertise in a real-life setting and internalize some of the skills and behaviours.

Keeping the above philosophy in mind, BLP was originally conceptualized as an 18-month programme, consisting of ten modules along with inter-modular work woven together into an integrated whole.

There have been three cycles of BLP and 65 participants have graduated from the programme. The fourth cycle is underway with 15 participants. The key modules in the BLP included:

- A 3-day out-bound learning module and a 5-day personal growth workshop to help participants gain personal insight through reflective learning
- 360 Degree Feedback process and creation of Individual Development Plans (IDP) which the BLPians implement over the entire duration of the programme to ensure that the personal insight is translated into meaningful action and internalization
- Executive Education Programmes of 4 weeks duration and company study projects to enhance the conceptual learning of the participants
- Short modules with specific focus like presentation skills, personal effectiveness, and holistic health, based on the felt needs of the participants
- A comprehensive business project intended to internalize the knowledge and skills of the participants through action-learning.

Implementation of BLP

Supporting Interventions for BLP

In addition to the modules, where the participants had an opportunity to interact with faculty and learn in a relatively structured format, a variety of support interventions were planned to maximize the inter-modular learning of the participants. The supporting interventions envisaged as an integral part of the BLP were:

[11] Day, D V (2000) "Leadership Development: A Review in Context," *The Leadership Quarterly,* 11(4), 581-613.

[12] McCauley, C D; Eastman, L J and Ohlott, P J (1995). "Linking Management Selection and Development through Stretch Assignments," *Human Resource Management,* 34(1), 93-115.

[13] Conger, *Op. cit.*

[14] McCall, M W; Lombardo, M M and Morrison, A M (1988). *The lessons of Experience: How Successful Executives Develop on the Job,* Lexington MA: Lexington Books.

[15] Campion, M A; Cheraskin, L and Stevens, M J (1994). "Career-related Antecedents and Outcomes of Job Rotation," *Academy of Management Journal*, 37(6), 1518-1543.

[16] McCauley, C D; Ruderman, M N; Ohlott, P J and Morrow J E (1994). "Assessing the Developmental Components of Managerial Jobs," *Journal of Applied Psychology,* 79(4), 544-561.

Support groups: The participants were expected to form into support groups consisting of three or four members, within a month after the launch of the BLP. These support groups were instruments for mutual support and hand-holding during the 18-month period.

Coaching relationship: The participants were assigned a coach from within the Group to provide support for making them more effective both as an individual and as a leader in the Group companies. The role of the coach was to enable the implementation of the individual development plans, identification of the strategic area for the Business Project, and providing the participants with feedback during the programme and afterwards in their careers at the Group.

Internal facilitators: The internal HR team, reporting managers, and CEOs of the businesses to which the participants belonged, were assigned the role of internal facilitators. They engaged with the participants on the current performance in their respective roles, helped to manage schedules for the participants to attend the leadership programme, identified projects, provided assistance in drawing up business projects, and extended overall support required to make the BLP experience effective in the organizational context.

Governance of BLP

BLP Steering Committee

A steering committee was constituted at the beginning of the programme. The role of the committee was to oversee the design and the conduct of BLP and assess its impact and effectiveness at periodic intervals and suggest directions for the future. The committee consisted of the representatives from MDC, the partner institute, and Group HR, two MDs/CEOs, two HR heads of businesses, and a board member. The steering committee met on a quarterly basis to take stock.

Selection of Participants

Selection to the programme was through an application process. All those who met the organizationally-defined criteria were eligible to apply for the programme. The applicants were invited for a face-to-face interview conducted by a panel consisting of the Director HR, MDs of the businesses which the participants were attached to, faculty from the partner institute, MDC head, and an invited MD from within the Group.

Periodic Reviews

In addition to feedback from participants during and at the end of each module, periodic reviews of the programme were built into the BLP design. The intent behind these reviews was to assess the effectiveness of the programme as perceived by the various stakeholders such as the participants and the Management Development Centre, who were responsible for the delivery of the programme. A mid-term review was undertaken to monitor the progress of the BLP in general and the business project phase, in particular and also to assess the lessons learned as well as the need, if any, for mid-course correction. A final review was carried out at the end of the programme to assess the effectiveness of the impact BLP made on both, the organization and the individual participants.

Third Party Audit

At the end of the third cycle of BLP, an external audit of the Programme was requested by the management institute team to examine the relevance of some of the assumptions around which the design of BLP was developed. The authors also recognized that institutionalizing and embedding BLP into the Human Resources Strategy for building the talent pipeline in the organization was the next logical stage. The external auditors proposed significant changes to BLP based on the brief provided to them. These changes were incorporated in the fourth cycle of the Programme, which is currently underway.

Contributions (new ideas, innovations) of BLP participants and their performance were tracked by the MDC at periodic intervals for making changes in the ongoing or subsequent programmes.

> BLP has succeeded in infusing Group identity and cross-company collaboration among the participants. BLP was a vehicle through which participants from different business groups came together on a single platform.

Evaluation of Effectiveness of BLP

The success of any programme lies in the evaluation of its effectiveness. While investment in leadership development is an act of faith by the organization, some of the metrics that have been used on BLP over the last decade are as follows:

- Career progression before and after BLP
- Retention of participants after the Programme over a period of 1 year, 3 years, 5 years, and 10 years/beyond
- Lateral and cross-functional positions taken up by the participants
- Number of leadership positions filled from the BLP talent pool
- Incremental value-add derived for the organization from the projects implemented as a part of BLP.

Several BLP participants have championed the business projects that they had initiated into the action stage. Some have spearheaded international partnerships and acquisitions, thus contributing significantly to the group's inorganic growth. Several participants have institutiona- lized processes that strengthen the organization and have been identified by the CEOs of their businesses as future leaders.

Since the Group viewed BLP as a long-term investment in their leadership processes, the qualitative impact on the organization was also a critical indicator of effectiveness. It has been reported that BLP has succeeded in infusing Group identity and cross-company collaboration among the participants. BLP was a vehicle through which participants from different business groups came together on a single platform. Through the company projects and the peer learning processes, they gained greater understanding and insights into the other group companies. This, in the long run, is expected to help in building leadership across the group companies. In a few cases, BLP participants moved across group companies taking on new roles in businesses which were very different from where they were nominated.

> Deepening the engagement between the leaders and supervising managers within the organization and the BLP participants is likely to institutionalize the BLP more strongly within the Group.

Conclusion

BLP was commended as a winner in the leadership category of the 'Corporate University Xchange 10th Annual Awards for Excellence and Innovation in Learning. Murugappa Group was the winner of the Exemplary Practice Award for Excellence in Leadership Development. The Programme is an "aspirational learning process" for employees within the organization. The BLP participants reported to have experienced significant personal growth. In a survey conducted in 2010, the participants mentioned that they had learnt several important lessons through their participation in BLP, some of them being:

- Insights about themselves and their world view, values and behaviour from the Personal Effectiveness Workshop
- Ability to deal with ill-defined situations, learning to influence, negotiate, confront one's own inner fears and anxieties and come to terms with successes and failures in one's own work life with equanimity, gained from the Business Project planning module
- Fine-tuning their Individual Development Plans and making efforts to actualize their vision and long-term life goals
- Conceptual understanding and the perspective change gained from the intensive executive education programme at the management institute.

A comprehensive review of BLP was undertaken with the help of an external consultant in 2009. The key observations made by the consultant pertained to the integration of BLP into a larger agenda of leadership development for the Group, which is anchored on the leadership competencies identified by the group. It was also observed that deepening the engagement between the leaders and supervising managers within the organization and the BLP participants is likely to institutionalize the BLP more strongly within the Group. The final suggestion was to link the individual development plan of the participants explicitly to the career management strategy of the organization. These changes were intended to give the Group an opportunity to embed the

BLP deeper within its leadership and career management framework.

These suggestions led to reframing the vision of BLP in view of the current realities of the Group companies, for the latest cycle: "To create future leaders of the Group who are role models on Group's Values and demonstrate Passion, Drive, Business Acumen, and Innovativeness and have an entrepreneurial mindset (willing to take calculated risks and challenge status quo)." There was also a change in the selection process and the design of the programme. While the process of inviting applications was retained, the Business Group Management Council (BGMC) became the nominating body for the participants. The nominated participants would go through an interview process with a panel consisting of the MD's of business, Group HR head, and the MDC head. The BLP was steered by the MDC with active involvement from the CEOs, immediate reporting managers and the HR departments both at the corporate level and at the business level. While the content and approach did not change significantly, the integration processes and the tracking and follow-up systems became more robust.

Key Challenges on Design and Delivery of Leadership Development Programmes

As the BLP evolved through the different cycles, different modules of the Programme were strengthened based on the feedback. However, some of the challenges persisted and we believe that these challenges are likely to occur in other long duration leadership development programmes. We briefly discuss three of these challenges.

The first challenge is to sustain the momentum through the entire duration of the programme. This is both at the level of the participants and the stakeholders. While the face-to-face modules evoked a great deal of interest, learning and interaction, the inter-modular learning varied across participants. The support groups and the coaching experiences varied in their intensity depending on the participants' self motivation and interest. How to ensure that a certain threshold of intensity of contact in between the modules is retained in a long-term leadership development programme remains a question in our minds.

> The design of every leadership development programme rests on a definition of leadership. In the case of BLP, the intent was to create leaders who would be able to seamlessly step into organizational roles requiring greater responsibility.

Secondly, while the design adopted a multi-pronged approach of conceptual, reflective, and action learning, the participants seemed to value the strong conceptual learning the most. Developing and implementing the individual development plans was seen as a difficult process by the participants. What kinds of methodologies can enable the participants to robustly manage their IDP needs is another unresolved question.

At the end of 18 months, while participants were of the view that BLP has been a valuable learning experience, the long-term impact of BLP on the values, beliefs, world views, behaviour, and the leadership capabilities of the participants needs to be further validated. The difficulty in assessing the impact of the Programme on intangibles like values and behaviours is another issue that requires further study.

> Any leadership development programme to be effective on a sustained basis requires a strong commitment from the senior leadership in the organization.

Finally, the design of every leadership development programme rests on a definition of leadership. In the case of BLP, the intent was to create leaders who would be able to seamlessly step into organizational roles requiring greater responsibility. This required a good blend of conceptual inputs, tools and techniques, skills, and action orientation. The design drew on the four approaches to meet the objectives of the Programme. Each of these approaches drew on a paradigm with its own philosophical beliefs and orientations. While the intent in the design of the programme was to remain eclectic and provide an integrated perspective, whether the Programme did really manage to achieve both these elements deserves further exploration. Did the participants actually have the *whole experience* that the programme design team

intended to create? Did the different interventions result in building the values and orientations of the participants for new roles? We do not know the answer.

Any leadership development programme to be effective on a sustained basis requires a strong commitment from the senior leadership in the organization. They should demonstrate a willingness to engage with different internal stakeholders who need to invest for the long term, should have the ability to work with multiple service providers who offer specialized services, and finally should have the ability to plan, execute, track, and monitor on an ongoing basis. In our assessment, the presence of all the above elements in large measure in the case of BLP of the Murugappa Group was a key contributing factor for its success and effectiveness. ⌄

Leadership Development @ Siemens

S Ramesh Shankar

Backdrop

The most successful organizations around the world have time and again proved that it is ultimately their ability to attract, develop, and retain leaders that is at the edifice of their business success. We, at Siemens, are no exception to this universal fact. If we have grown sustainably in all our businesses, it is the quality of our leadership, which has made the difference and ensured that it is sustainable.

Market Trends

Siemens operates in more than 190 countries around the world today. While the developed markets, having reached a level of maturity, continue to stabilize at current growth levels, the developing and emerging markets are the bedrock of growth for the future. Siemens as an organization has evolved in terms of products and processes to be a leader in this emerging market landscape.

India continues to beat to an 8 per cent overall growth. The focus now is more on increased investments in infrastructure projects such as airports, cities, ports, urban transportation, etc. Jobs are back with companies such as IT, engineering, manufacturing, and service sectors. However, market competitiveness is increasing even in the emerging markets. To sustain in these markets, one has to compete with the local players on a global scale, in terms of cost, speed to market, responsiveness, and adaptability. It is in this context that

> In today's turbulent marketplace, high quality recruitment and attrition management have become the basic needs for all organizations, much more important than gaining competitive advantage.

leadership plays a critical role in Siemens in terms of its ability to develop products and processes to suit every market it operates in and not basking in the past glory of being a multinational conglomerate and believing that all its globally proven products and processes will be successful in the emerging scenarios.

Siemens India Perspective

The business strategy at Siemens looks at increasing its order in-take by many folds in the coming years. This means targeting both organic and inorganic growth through acquisition of new companies and integration of the existing companies into the Siemens culture especially in the industry and energy sectors. Focus has to be more on localization of products which is posing a challenge on the on-going ramp up of manufacturing – building new factories and expanding the existing ones many-fold. There is an increased emphasis on developing SMART products (products for the emerging markets), and launching new projects on SMART products across all sectors — Industry, Energy, and Healthcare. This poses a challenge on resource requirements in the areas of core engineering, manufacturing, and R&D. While it is not difficult to realize that we need to develop new products for the emerging markets, which are cost-competitive and not over-engineered, it is difficult to strike a balance between the needs of the developed and the emerging markets. This is further

accentuated by the need to maintain our position in the mature markets as a leader while expanding our market share in the emerging markets through development and localization of our products and processes.

People Challenges

In today's turbulent marketplace, high quality recruitment and attrition management have become the basic needs for all organizations, much more important than gaining competitive advantage. We need to build strategic workforce for new business areas, which in turn would require accelerated identification and development of talent at mid level and junior level, preparing them for managing growth in the future, and building a proper succession pipeline. Siemens realizes the need to strengthen and build competencies in the areas of general management, project management, R&D, manufacturing, and engineering.

HR Processes

We are continually re-designing our global Siemens Leadership Framework (SLF) to build a robust model for all-round evaluation of performance potential and expert skills at international standards. The objective is to bring in a global perspective in evaluation which would finally result in developing local leaders with global mindsets.

Global HR Mission

Siemens has clearly set its direction in this regard with a clear articulation of its global HR mission, which can be summarized as follows:

"Excellent employees are one of Siemens' vital strengths. They have made Siemens what it is today and – with their expertise, their capabilities and their high level of commitment – are laying the basis each and every day for the company's continued success – in each and every country, throughout the world."

Our HR strategy is closely aligned with our company goals. In concrete terms, this means**:**

- We want to recruit the best and the brightest people in the world, develop them on a continuous basis,

and retain them in our company over a long period of time. We can achieve these aims only by being one of the world's most attractive employers and maintaining an outstanding employer brand.

- With our uniform worldwide HR processes, we have a good starting point for developing a diverse talent pipeline of managers and technical experts to drive our businesses. We consider the diversity of our employees to be a unique competitive advantage.
- Through training and continuing education at the highest level, we develop key strategic capabilities and skills – a sustainable investment in the future of our company as well as in the individual employability.
- We also support health, occupational safety, and environmental measures to help ensure long-term performance and welfare of our employees.
  - We are aware of our responsibility to our employees as well as to our company and cooperate closely with our employee representatives in an atmosphere of mutual trust.

Now, while all organizations may strive to attract, develop, and retain leaders, it is the enabling processes, which ensure successful development of leadership at all levels of the organization. We, at Siemens, have enshrined our Performance Management Process (PMP) as the foundation for enabling leadership development processes within the organization.

Performance Management Process

The Performance Management Process (PMP) at Siemens is a foundation for all the leadership development initiatives undertaken by the Company. Evaluation of performance on *'Results'* based on the Balance Score Card factors (financial, employees, process, customers) and assessment of potential/capabilities on the Siemens Leadership Framework (SLF) are the key factors of employee evaluation. This evaluation serves as a basis for identification of future leaders in the organization.

Though Talent Management seems like an over-used term, it now takes the biggest share in the scope of HR initiatives. Siemens pays special attention to talent man-

> Talent Management initiatives today are focused towards rotating the talents across functions, business verticals within the country or even overseas on global positions.

agement because of two reasons. Firstly, it believes in home-grown talent, and understands that if its existing talent has to take over the key positions of the Company in the near future then the talent would need to be provided stints in roles apart from their current areas of competence. Talent Management initiatives today are focused towards rotating the talents across functions, business verticals within the country or even overseas on global positions. A clear step-by-step career road map is being designed within the organization along with initiatives like development centres, global training programmes, coaching and mentoring from key people, involvement in business impact projects, etc., in order to support them in their journey to the top.

Secondly, the average age of employees is rapidly reducing. This younger talent pool has competitive expectations about their career from the organization they work for. Thus it is believed that giving this younger generation of talent a long-term view of their career progression within the organization would not only keep them energized and engaged but also assure the organization a healthier leadership pipeline.

Siemens Leadership Framework (SLF)

The Siemens Leadership Framework has been evolved with the following main components:

Results

Results are measured based on the four dimensions of a business score card: financials, customers, employees, and processes.

Capabilities

The Siemens Leadership Framework is based on 9 capabilities: Business results orientation, Strategic innovative orientation, Customer orientation, Change management, Collaboration and Influencing, Intercultural sensitivity, Leadership, Team development, and Value orientation.

> The average age of employees is rapidly reducing. This younger talent pool has competitive expectations about their career from the organization they work for. Thus it is believed that giving this younger generation of talent a long-term view of their career progression within the organization would not only keep them energized and engaged but also assure the organization a healthier leadership pipeline.

These capabilities are assessed on a 7-point scale with behavioural indicators for each level. Further, the capability profiles are defined for all the positions as reference points for assessment.

Expertise

Expertise is assessed on functional expertise, technology fields, market, business type and business cycle, organizational expertise, cross-cultural expertise. Expertise is assessed on three dimensions over a 7-point scale with expertise level indicators for each level and four non-scaled expertise dimensions.

Potential

Potential is assessed based on lead indicators on capability, capacity, ambition, and ability to learn.

Based on the above, all employees are placed in a 9-box potential matrix for further analysis and development. The SLF framework helps us in:

- Strategic workforce planning
- Performance management process
- Interviewer training
- Succession planning
- Competency management
- Siemens management review (SMR) for talent
- Management appraisal
- Strategic executive staffing
- Recruiting
- 360 degree feedback process

Talent Identification

Every year, approximately 5 per cent of the Siemens' population is identified as Top Talent through the PMP process. In the context of the Company, Top Talents are high performers who have a clear potential to climb up two position levels in a span of five to six years. Thus employees become eligible to enter the Top Talents Programme only after satisfying a very stringent criteria, i.e., they need to have a consistent high performance record and a clearly defined next step position (to be achieved within 2-3 years) and mid-term position (to be

achieved within next 5-6 years). The Top Talents as a part of the programme are also required to undergo functional rotations, and international and domestic relocations for their overall grooming for higher responsibilities. Therefore, besides their performance and potential, the employees' willingness to be mobile (geographically and functionally) is also considered as a criterion for consideration in the Top Talent pool.

Career Planning

After identifying the Talent pool, the potential plans are scrutinized centrally. Intense discussions follow with the Business Heads on the potential plans evolved. Intermediate career development steps are also identified to give 'talent' exposure to different functions, i.e., from sales to manufacturing, from technical to corporate or international responsibilities so as to give them an all-round exposure to the Siemens business and develop their general managerial competencies.

As a part of the programme, they are also assigned some special projects of high business relevance (over and above their current responsibilities) for exposure and visibility.

Development Dialogues

Structured one-on-one discussions with the Top Talent are organized by the Corporate HR on career aspirations of the individual *vis-a-vis* career opportunities available for the individual in the organization. A development plan is agreed upon with clear action steps between the HR, Supervisor, and the individual himself. These dialogues are held at least twice every year.

Top Talent Validation

Development Centres (DCs) are extensively conducted in Siemens as a part of the top talent validation and development process. They are designed to assess and develop managerial competencies of the employees so that they can handle larger responsibilities and meet business challenges in the fast changing market. DCs are an integral process of leadership development and are used across all levels of talent in the organization. Their spe-

cific objectives include:

- Diagnosing the strengths and areas of development of an individual
- Providing participant feedback to produce change
- Identifying and planning the development of people already deemed to have higher potential
- Succession planning
- Career planning

Mentoring

A mentor is an experienced manager, who invests time, know-how, and effort in developing the growth, knowledge, and ability of a junior employee with potential. Mentoring expertise is integrated in the Siemens Leadership Framework. Mentoring for Corporate Key Function (CKF) candidates and top talents is an integral part of the development process for Siemens personnel.

The mentoring process benefits the mentee by finding a challenging function in the next step, provides help with personal development, raises his profile in the company, provides access to the mentor's network, exchange of experience, and self-reflection, and helps in receiving feedback and suggestions.

Breakfast Meetings

Siemens seizes every opportunity to make the talent visible to the Management. This visibility plays a key role in placement of the talents in significant positions in the organization. Personal interactions are organized along with lunches or breakfast with the Managing Board of India and Siemens AG. During the meetings, the talents get to express their views about the company and its future to the most significant people and also get an understanding of the big picture of the business.

Global Employee Leadership Forum (GELF)

Similar to the breakfast meeting, GELF forum also gives an opportunity to directly interact with the top management of Siemens across the globe. All the top talents across the globe are brought together over a WEB meet-

> One of the important aspects of measuring performance of managers is the extent to which they are able to motivate their own employees. In Siemens, there is a structured process called "Upward Feedback" in which the concept of Dialogue and Commitment is put into practice.

ing with the members of the Managing Board to inter-act and voice their opinions and ask questions on some pre-decided topics.

Upward Feedback

One of the important aspects of measuring performance of managers is the extent to which they are able to motivate their own employees. In Siemens, there is a structured process called "Upward Feedback" in which the concept of Dialogue and Commitment is put into practice. Though the process is *not* mandatory, it is strongly recommended that those who have people responsibility go through this process as it contributes to self improvement and helps the manager understand how their subordinates perceive them and what might be their strengths and areas of improvement.

The results of upward feedback are used by manager himself, purely for self- development in his/her leadership area and are *not* shared with anyone in the organization, unless the manager himself wishes to share it with significant others.

Process for upward feedback: Upward feedback is based on a questionnaire of ten basic aspects which measure employee motivation. The feedback on these ten basic aspects includes average ratings from all the direct reports of the manager as well as the manager's 'self' rating. The ratings are consolidated and the facilitator prepares the feedback and moderates the session between manager and his/her direct reports, in a constructive, open, and transparent environment. Over the years, it has been realized that for the process to be effective, managers *must* be open to receiving feedback and direct reports of the manager to give feedback constructively.

OVERVIEW OF LEADERSHIP PROGRAMMES AT SIEMENS

Global Talent Development Initiatives

Top Talent for Growth Programme (TT4G)

This is a unique and innovative talent identification and development programme especially designed for the

> Our vision is that Siemens executives will be best-in-class leaders. We strive to fulfill this by developing the leadership skills of individuals and teams, as well as by growing and transforming organizations.

emerging markets and personally driven by the global CEO of Siemens worldwide. It focuses on the development of functional experts in core areas of Siemens.

TT4G consists of a global two-year initiative with customized development and networking. The candidates who are chosen for undergoing assessment for the TT4G initiative are those with a good mix of experience and expertise pertaining to Manufacturing, R&D, and Engineering. They are also interviewed on the SLF capabilities. For their own development, the candidates undergo a development dialogue which would be an in-person discussion relating to their career aspirations and receiving guidance on growth opportunities.

As a part of the programme, the candidates are assigned special projects, specific assignments, and attendance in the TT4G forum, etc.

CEO Excellence Programme

The Siemens CEO Excellence Programme offers a unique and extraordinary opportunity for a select group of six outstanding international leadership talents every year. Candidates shortlisted for this Programme are external talents from the market, coming from top business schools across the globe, having an excellent performance record and work experience of at least three years. Candidates selected for the programme join Peter Löscher, President and CEO of Siemens AG, in tackling top-level challenges. It is an exceptional, fast-track opportunity for a select few. Every candidate is personally mentored by Peter Löscher. He is also the final interview partner during the selection process.

The candidate selection for the Siemens CEO Programme is thorough and stringent and involves 5 steps:

Step1: A careful review of the candidate's resume and supporting documents

Step 2: A telephone interview with some questions and inquiries about the candidate's experience, skills, capabilities, and behaviours

Step 3: First personal interview round with a Senior Business Manager (e.g., a Country CEO) and a

Senior HR Manager in order to know the candidate especially about his personal and professional diversity and versatility

Step 4: Second personal interview round including an interview with a high-level Business CEO (e.g., a Division CEO, Chief Strategy Officer), and the Head of Corporate Development Executives

Step 5: Final personal interview with Peter Löscher, President and CEO of Siemens AG.

The CEO programme candidates are invited to take part in a demanding 24-month programme that includes three international assignments, lasting six to twelve months. They are provided ample opportunity to demonstrate their leadership expertise in tackling the real-world challenges facing various Siemens Business Units. Candidates are coached and encouraged to participate in especially developed trainings and seminars.

Finance Excellence Programme (FEP)

Like the CEO Excellence Programme, FEP is a special initiative for the talent from the global finance community. It involves two very intensive years of learning, performed in one of Siemens' groups or corporate units. The Programme requires assuming of responsibility for interesting and demanding projects from the very first day.

Siemens Leadership Excellence (SLE)

SLE is the main driver of people excellence at Siemens. The offerings are designed to prepare individual leaders, teams, and the entire organization to effectively face the challenges that lie ahead of them in the constantly changing global business environment. The SLE programme brings together leaders from Siemens organizations across the globe, provides them with a safe environment for learning and idea exchange, and puts them in situations that challenge them to look at the world and act in different ways, It aims to enhance leadership effectiveness, foster and shape the Company's leadership culture, to provide a two-way channel

> Siemens Core Learning Programmes are company-wide consistent programmes that impart key know-how and skills which enable employees to perform outstandingly in their respective jobs. Specifically geared to Siemens employees' families, these programmes are of pivotal importance for systematic people development at Siemens.

for dialogue between participants attending the SLE offerings and senior executives, and to enhance the global, cross-business network of Siemens leaders.

Since SLE's inception in 2005, about 3,500 Siemens leaders have attended the programme and the Company continues to use this experience to build a strong global network of leaders. A large number of participants have returned to the programme to share their own experiences as speakers, faculty, and mentors.

The core purpose of all the above programmes is to drive leadership excellence globally which enables Siemens to set the pace in it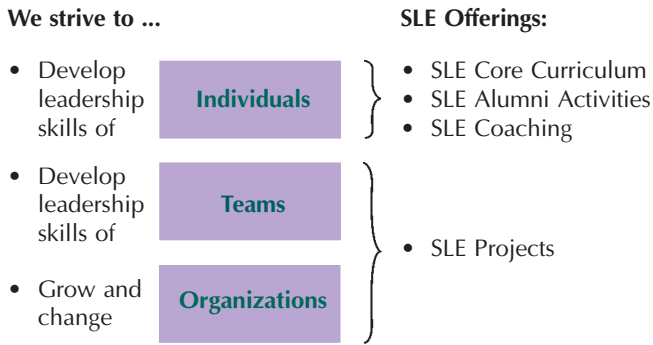s relevant industries. Our vision is that Siemens executives will be best-in-class leaders. We strive to fulfill this by developing the leadership skills of individuals and teams, as well as by growing and transforming organizations.

The global Siemens learning organization consists of two equally important pillars – the "Siemens Leadership Excellence" (SLE) Programme and the Siemens "Global Learning Campus" (GLC). The global Siemens learning organization has been awarded CLIP accreditation from the European Foundation Management Development (EFMD). The CLIP (Corporate Learning Improvement Process) certificate acknowledges Siemens as a best-in-class example of a corporate learning organization; this certificate has been awarded to only 16 other international companies. During the process, Siemens has been benchmarked against 28 best-in-class quality standards for corporate learning organizations.

All Siemens Leadership Excellence (SLE) offerings are especially designed for the 'leadership pipeline' that is, for all the leaders in the Global Position Level 3 and above as well as the talent identified in the corporate, sector, and cluster levels. They can be grouped into two main categories: Offerings which support the development of individual leaders (the core curriculum, alumni activities, and coaching), and projects which support team and organizational development at Siemens (Figure 1).

Figure 1: SLE Offerings

We strive to ...

- Develop leadership skills of **Individuals**
- Develop leadership skills of **Teams**
- Grow and change **Organizations**

SLE Offerings:

- SLE Core Curriculum
- SLE Alumni Activities
- SLE Coaching

- SLE Projects

SLE Core Curriculum

The core curriculum consists of five courses for leaders at different seniority levels (Figure 2). All courses of the core curriculum are mandatory, designed to meet the specific needs of the respective leadership roles. They cover the following themes:

The training at SLE combines a Siemens-specific design with a highly interactive and team-oriented learning approach. All courses are built on the following principles:

Tailor-made design: Each course is specifically designed to prepare Siemens leaders for their new roles. Additionally, high quality of training is ensured through continuous evaluation. Ongoing adaptations to the needs and expectations of our leaders yield continuously high impact of the programmes.

"Leaders develop leaders": SLE believes that the sharing of experiences with more senior leaders is a powerful tool for individual development. In line with this "leaders develop leaders" approach, each SLE course involves senior Siemens leaders as speakers and faculty; each course also includes at least one session with a top Siemens executive as a means of fostering a change dialogue with the company's top management. To provide an outside perspective, external speakers are often invited for selected topics.

The "leaders develop leaders" approach reinforces Siemens' network of leaders and reflects the company's belief that leadership development is a top priority.

Integrated and interactive learning: To maximize the applicability of participants' learning to their daily leadership role, each course combines skill-building in stra-

tegic business thinking with leadership and interpersonal skill development, all set within the frame of Siemens' overall business situation. Exercises are highly interactive; they require participants to engage in challenging situations, and incorporate intensive feedback from peers and the world-class executive coaches that accompany each course.

SLE Alumni Activities

After having taken part in the core curriculum, participants have the option of complementing their ongoing development as leaders at Siemens through alumni offerings. Alumni activities are additional courses focused on up-to-date topics or network events, giving the participants the chance to stay in contact and discuss the implementation of insights from previous courses.

Further Offerings

SLE Coaching

For leaders wanting to address further personal development issues, SLE offers executive coaching. To this purpose, SLE provides contact to qualified external executive coaches with in-depth Siemens experience based on a tailored matching and the specific issue of the coachee.

SLE Projects

SLE Projects support organizational or team development at Siemens and they are focused on the most important strategic issues for Siemens. They typically take two forms:

- *Projects supporting the ongoing corporate transformation of Siemens.* In the "Siemens Values" project, for example, senior leaders worked together to help Siemens become a more value-based company by sharpening Siemens values, i.e., "Responsible, Excellent, and Innovative".
- *Projects supporting our sustainable market growth.* In the "Pioneers' Dialogue Smart Grids" project, for example, SLE brought together Siemens customers, politicians and leaders in order to establish new relationships and deepen the existing one's on executive level, learn about expectations and requirements of key customers on the topic of intelligent grids, and identify follow-up topics and business opportunities with customers.

Figure 2: The SLE Core Curriculum

Level	Course	
Corporate Management	**Corporate Management Course (CMC)**	• Take responsibility for Siemens as a whole • Hold a long-term strategic perspective • Master change • Work as a team at the top
Top Management	**Top Management Course (TMC)**	• Decide to lead • Deliver customer-focused innovation • Build and leverage my network • Communicate with impact
General Management	**General Management Course (GMC)**	• Internalize Siemens identity • Master complexity and ambiguity • Care for overall business success • Lead through people
Advanced Management	**Advanced Management Course (AMC)**	• Think Siemens • Drive my business from a strategic perspective • Leverage my stakeholders • Engage my management team
Management	**Management Course (MC)**	• Feel committed to Siemens • Drive results from a management perspective • Build and lead my team effectively

Siemens Core Learning Programmes are company-wide consistent programmes that impart key know-how and skills which enable employees to perform outstandingly in their respective jobs. Specifically geared to Siemens employees' families, these programmes are of pivotal importance for systematic people development at Siemens. Developed with experts from sectors, regions, and corporate units, these programmes provide access to the best knowledge at Siemens for all employees worldwide. The core learning programmes have been developed in the areas of general management, human resources, sales and marketing, IT software engineering, manufacturing, and project management (PM) at Siemens.

Participants of the programmes are all in comparable job situations as colleagues in Siemens. They start building-up competencies on the same level, work on their own business challenges, and immediately apply what they have learned on their own jobs. They learn from one another and gain access to the global Siemens knowledge pool" for long-term best practice sharing. As one of the central elements of Siemens Global Learning, the Core Learning Programmes contribute to a company-wide learning approach. Learning at Siemens is a powerful lever for the strategic development of the employees and therefore the competencies of the Company.

Siemens India Initiatives

Programme for Business Managers (PBM)

PBM was launched in 1997. It has been designed in collaboration with a leading management institute in India and customized for Siemens' specific business needs. In view of business growth and requirements, the programme design was revisited in February 2007. To redesign the programme, focus group discussions were held between the faculty and various divisions/corporate department heads. The main objective of these discussions was to deliberate on current and future business requirements and design the contents of the PBM with the objective of developing a holistic business managers' perspective; understanding basic cross-functional areas of the organization and their linkages; enhancing competencies/knowledge base in participants' own functional areas; and enhancing people management skills.

Participants for PBM are middle level managers in the age bracket of 31 to 40 years. To be nominated to the programme, the employee must have proven performance record and potential to grow in functional/general management areas. Also those who show a clear need for inputs in their present roles may get nominated for PBM. To ensure that the participant will be released from his routine for six weeks, confirmation is sought from the immediate Manager and the Division Manager

regarding the nominee's availability and necessary time for project work.

The programme duration is six weeks spread over fourteen weeks. The first five weeks are full-time residential programme with four weeks of inputs on general management to all participants followed by a week of specialized inputs on a relevant functional area (three areas have been identified: Sales and Marketing, Strategic Finance, and Manufacturing. At the completion of the five weeks of classroom input, the participants return back to their respective roles and work on a project for eight weeks. In the final week of the programme, participants come back for residential sessions to the management institute for finalizing project work and presentations. Considerable pre-work and organizational involvement is mandated from the participants for choosing their project. Four weeks before they come for the classroom sessions, they have to choose a high impact business project and get approval from their business head for carrying on the project. The programme faculty get involved with the participants in fine-tuning their project from day one of the programme. Post-programme, the participants are expected to initiate project implementation. They are expected to track the on-going review as per a monitoring template and reviews are done jointly by HR and business coordinators. Final presentations have to be made on the outcome of the project to the divisions' top management and best practices generated out of the project are shared across the organization.

Strategic Leadership Development Programme (SLDP)

SLDP has been designed in collaboration with two man-

> Learning journey has to be from within and in partnership with the best business schools around the world.

agement schools of India, specifically for senior management levels. This programme spans over two weeks with intensive inputs on business skills and leadership development. Each part has classroom inputs for one week. In the first part of the Programme, the focus is on sharpening strategic orientation, developing deeper comprehension of managing internal and external changes, and equipping leaders to respond to rapidly changing business environment. The second part focuses on developing leadership skills of the participants and includes inputs on leadership and coaching; leadership skills; performance counseling and coaching; and influencing change management. Nominations for SLDP must be for managers in senior management level (e.g., GG head/sub-department heads/functional/regional heads) having a proven performance record and the potential to grow to take over key positions (division/ sector/company level) in the next step or in the midterm or if there is a clear need to give him these inputs in his present role. A confirmation from the immediate Manager and Division Management regarding nominee's availability is ascertained before his nomination to SLDP.

Way Forward

At Siemens, we strongly feel that leadership development has to be the centre of business strategy for future growth in the global market place. We realize that our learning journey has to be from within and in partnership with the best business schools around the world. We believe that with these learning initiatives in place, we are on the right track towards building our capabilities to capture the market opportunities of tomorrow. ⩗

The Transformational Journey of Tata Chemicals Limited: An Inclusive Effort

Sudhakar B

This article captures some of the unique approaches and efforts of the leadership team at Tata Chemicals Limited (TCL) over the last decade.

TCL is a 72-year old company. Established in 1939 by the Tata Group, it produces inorganic chemicals, fertilizers, and phosphates at the manufacturing units in

Mithapur, Barbala, and Haldia respectively. In the middle and the later part of the 1990's, the Indian economy saw the impact of the changing environment due to liberalization. In the following years, TCL was faced with a few external environmental threats. The Government had dropped the import duties for Soda Ash significantly resulting in dumping of Soda Ash by the American National Soda Ash Corporation (ANSAC) and China. Further, a critical customer decided to go for backward integration to manufacture soda ash resulting in a customer becoming a competitor. In the Agri-space, the Government delayed the policy of decontrol in urea leading to severe strain on the profitability. Those companies that had invested huge capital in setting up the state-of-the-art urea plants came under pressure as the government continued to control Urea including the farm gate price, which is the price at which farmers buy urea from the retailer. In the consumer products space, many local salt manufacturers created regional brands for their salt and some of the regional brands launched national brands in the branded salt segment. Some of these companies had deep pockets and were very aggressive in branding their products. To add to these external environmental factors, internal productivity levels and cost structure within the company threatened the survival of the company.

> At TCL, it was firmly believed that managing people processes was an important element in leadership development. It was designed in such a way that by rotation, each business leader and key functional head would lead at least one critical people process.

In the late 2000s, a new Managing Director joined TCL, characterized as an inward-looking manufacturing company, with the mandate to transform the company. TCL at that time was primarily selling/marketing all their products on an outsourced model and hence lacked connect with the final customers. This paper is a description of the efforts made at TCL for leadership development at that time to support the transformation and the subsequent growth of the company.

Fellowship in Leadership

The new MD quickly realized that the task in front of him was very complex and therefore decided to bring in a set of professionals to support him in the transformation process. He assembled a team of professionals drawn from within the TATA Group and a few lateral hires. He had a firm belief that for any transformation effort to succeed, a critical mass of change agents was required in the organization.

The Strategy Head and the HR Head formally did an organizational diagnosis in a structured manner wherein all senior managers and above were brought together in a single forum. They were asked a few questions like:

• How would the economy be five years hence?
• How will the competition be five years hence?
• How will the customers be five years hence?
• What kind of people competencies will be required five years hence?
• What kind of people orientation leaders need to have five years hence?
• What kind of culture is needed to create to be successful five years hence and so on?

A diagnostic exercise was undertaken to capture the "as is" and the "to be". This inclusive process itself was a departure in the way the company used to be run earlier. The data generated from the workshop was compiled and shared with the participants. The basic leadership input was constituted of the action plans arrived at by the participants to move from the "as is" to the "to be.

The MD and the senior team along with their family members were invited to an offsite meeting to work out the transformation. The involvement of family members enabled them to become aware of the magnitude of the transformation agenda and the associated responsibilities for everyone in the leadership team. The team of 13 members thus constituted the "Fellowship" to take charge of the transformation agenda. The MD also demonstrated that he meant inclusion seriously.

This also marked the beginning of regular offsite meetings of the senior team which have become so powerful that they have survived the changes at the CEO level over the last decade.

Superordination at Leadership Level

It was earlier agreed that all members of the leadership team will focus on at least one initiative at an enterprise

level beyond his/her role in the organization. For instance, one business head would look at customer issues at an enterprise level, another business leader would look at operational excellence, another business/functional head would look at talent management and so on. This concept of super-ordination has also become a strong cultural element in the organization.

Leadership of People Processes

At TCL, it was firmly believed that managing people processes was an important element in leadership development. It was designed in such a way that by rotation, each business leader and key functional head would lead at least one critical people process. In line with this thinking and belief, over time senior leaders were leading key people processes like Compensation, Talent, Training, Promotions, Succession planning, etc. Each such leader initially became a member in the committee for the first year. In the second year, he/she would lead the process and another leader would join the committee as a member. The following year, the first leader would move over.

Various initiatives were identified by the senior team after going through the inputs received from the managers involved in the diagnostic exercise. They were prioritized using an impact choice grid wherein global competitiveness was used in the Y axis and ease of implementation of the initiative was used in the X axis. All initiatives were mapped as low, medium, and high within these two axes. This brought in focus for the leadership team.

Thereafter, each initiative was assigned to the members of the leadership team depending on the role played by the individuals in the organization or their area of passion. These individual members were drawn from businesses and functions. The team consciously engaged in evolving the desired leadership behaviour needed to enable the organization achieve the desired culture.

Sowing the Seeds: Leadership Imperative

With a view to succeed in this effort, the leadership team decided to create a critical mass of change agents com-

prised of employees from different levels in the organization including non-executives and members from the HR team. The HR Head went around the different sites sharing the transformation agenda and inviting line managers to join the HR team in fulfilling the agenda for a period of three years. Many engineers volunteered to join and a team of 20 HR managers was created. Similarly, a critical mass of 100 line managers was identified and they became part of the transformation effort. The leadership team decided to equip the team to handle change in a structured manner. A two-year capability building agenda was drawn up. This investment for two years prepared a critical mass of change agents. When the initiatives were rolled out, these managers took the ownership and led from the front.

HR Capability Building: IF Labs

Special learning and development labs were run to prepare a critical mass of internal facilitators (IF) of change. The programmes included structured intervention for the 20 engineers and HR managers to build capabilities and competencies in handling the HR function through the transformation phase. The course content included diverse topics such as basics of psychology, sociology and anthropology, applied sociology, applied psychology, conceptual understanding about HR systems, finance, change management, group dynamics, and human process skills. On an average, eight to ten days per quarter were devoted to training these managers over two years. The programme included extensive work on self discovery, reflection, and personal growth. This was largely done internally with the help of a consultant.

Capability Building of Line Managers

The line managers, as part of their preparation for being change managers, underwent intensive capability building efforts. The identified managers were put through 55 days of a structured management development programme spread over 4 modules in 18 months.

The Management Development Programme (MDP) en-

> Today 80 per cent of the critical positions are being manned by MDPians across levels. Overall, within the organization, there is ability to handle change in a thoughtful and mindful manner. This was demonstrated in an extraordinary manner when the downturn hit the company.

compassed several behavioural, managerial, and functional modules. The participants were exposed to a special workshop on achievement motivation. They were also given the opportunity to work on a three-month live project, which had an achievement theme. Equally important to this process of learning are forums where these projects were given visibility and recognition. This helped the employee to know that his/her shift in mindset had been noticed and appreciated by the management and peers.

The inputs from the management development programme were divided into four modules. Module 1 included inputs on personal and interpersonal excellence (3 days), led by senior leaders on Tata Chemicals Integrated Transformation Effort (TITE), followed by courses on Economics and Strategy (2 days). Module 2 included inputs on achievement motivation lab (5 days) and inputs on work planning and goal setting (3 days). Module 3 was a three-day human process lab on collaboration and also incorporated basic concepts in marketing and understanding of customers (3 days), and inputs on achieving cost leadership through supply chain management (3 days). Module 4 had inputs on concepts of costing and finance (2 days), detailed inputs on budgeting as a tool for managerial effectiveness (3 days), a day-long workshop on negotiating skills, two-day workshop on application of learnings to achieve transformation initiatives at TCL, and discussion on self as an agent to change and how to sustain change within the organization (2 days).[17]

In bringing about the transformation and preparing the change agents, certain key assumptions were made by the leadership team. It was assumed that:

- Adult learning happens through *Experiential Learning*
- Adults are autonomous and self-directed
- Adults have accumulated a foundation of *life experiences* and *knowledge which needs to be leveraged*

> On the business front, TCL has been able to build a brand – from being a commodity company, TCL now has a global footprint. Today, the company has a total turnover (net sales) of Rs. 10,895 crore as against Rs. 2,524 crore in 2003-04. From two plants in India, it now has three plants in India, three in UK, one in US, and one in Kenya.

- Adults are *relevancy-oriented*
- Adults are *practical*
- Adults need to be shown *respect*
- Real change cannot happen unless there is shift in people's "Thinking, Feeling and Action" worlds.

The leadership team ensured that all the learning interventions were built on these assumptions and ensured that an enabling culture was created to facilitate these shifts

The HR Model

It was felt that if change had to be successful at TCL, the HR function would have to play a very significant role. An HR Model (Figure 1) was crafted to provide a systemic intervention plan. This was based on the business strategy, Vision, Mission and Values (VMV), and business environment. This model was helpful in outlining the change imperatives. At the core of the model was climate of excellence that could be achieved through learning, collaboration, and achievement orientation.

Impact of the Efforts

The efforts at transformation from 2002 to 2008 have provided phenomenal results for TCL. The investment in the leadership team has given great returns for the company. We had phenomenal retention within this group. Today 80 per cent of the critica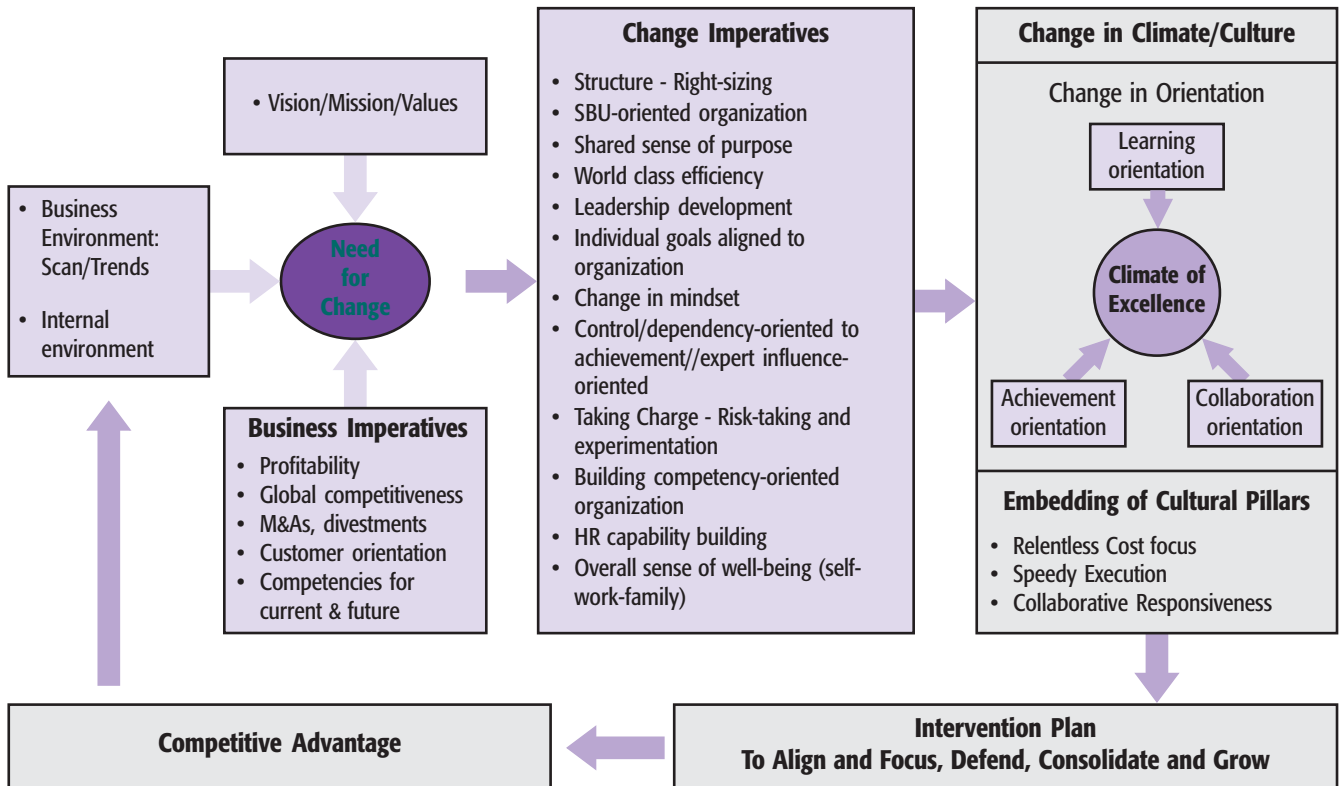l positions are being manned by MDPians across levels. Overall, within the organization, there is ability to handle change in a thoughtful and mindful manner. This was demonstrated in an extraordinary manner when the downturn hit the company. Employees on their own volition took up initiatives for handling costs and as part of these initiatives, we could save close to around Rs 250 crore which helped the company to perform very well despite the downturn. TCL has been able to handle leadership change very well. The MD who started the initiatives left five years ago but the initiatives that had taken root still continue. Currently, we are training 80 managers. It would not be an exaggeration to say that a long-lasting culture of achievement,

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[17] We would be happy to furnish more details of the programme design on request.

Figure 1: The HR Model

Vision/Mission/Values			
Business Environment: Scan/Trends / **Internal environment** → **Need for Change** ← **Business Imperatives** (Profitability, Global competitiveness, M&As, divestments, Customer orientation, Competencies for current & future)	**Change Imperatives** (Structure - Right-sizing; SBU-oriented organization; Shared sense of purpose; World class efficiency; Leadership development; Individual goals aligned to organization; Change in mindset; Control/dependency-oriented to achievement//expert influence-oriented; Taking Charge - Risk-taking and experimentation; Building competency-oriented organization; HR capability building; Overall sense of well-being (self-work-family))	**Change in Climate/Culture** (Change in Orientation: Learning orientation, Achievement orientation, Collaboration orientation → Climate of Excellence) / **Embedding of Cultural Pillars** (Relentless Cost focus; Speedy Execution; Collaborative Responsiveness)	
Competitive Advantage ←		**Intervention Plan — To Align and Focus, Defend, Consolidate and Grow**	

learning, collaboration, and camaraderie, has been built. Interdepartmental collaboration is also part of culture and functional heads routinely bring the big picture into their decision criteria. Interdependency is given preference over independence. The organizational structures have transitioned to provide the kind of support that is required for the culture and business.

On the business front, TCL has been able to build a brand – from being a commodity company, TCL now has a global footprint. Today, the company has a total turnover (net sales) of Rs. 10,895 crore as against Rs. 2,524 crore

in 2003-04. From two plants in India, it now has three plants in India, three in UK, one in US, and one in Kenya.

TCL took the long-term approach to addressing competition and the challenges posed by globalization. And at the cost of sounding boastful, we may proudly say that the investment has not only paid off in business terms but also in the way it positively affected the lives of the people who were part of the transition. By building this culture and a critical mass of employees, we have created a competitive advantage for the company that others will find it very difficult to emulate. ∨

Leadership Development: Insights and Way Forward

Neharika Vohra, Arvind Shatdal, and Deepti Bhatnagar

The voyage of discovery lies not in finding new landscapes, but in having new eyes.

— Marcel Proust

Analysis of the various leadership development journeys captured in this Colloquium started with the hope of finding new patterns with new eyes. Nine major insights emerged in the synthesis. Investment in developing leaders is serious business and comes with its attendant challenges and risks. There are myriad issues

involved in leadership development — such as, what may be included as part of leadership development, who should drive it, who should be the beneficiary, what would be defined as success of the programme, and how to measure its effectiveness. There are no universal answers for any of these questions; the reality of each organization determines the appropriate response. Nonetheless there may be some guidelines that may emerge for someone starting to engage with the endeavour of leadership development within his/her context.

Definition of Leaders and Leadership – The Basis for Key Decisions on Leadership Development

Very few accounts included in this Colloquium have defined explicitly who in their view is a leader and what is leadership? But what may be deduced as the implicit definition of leaders and leadership from all the experiences described is that – *leaders are those who are able to strategize, influence, take the organization on the growth path, motivate people, and adjust to changes*. Thus the choice of people is often restricted to those who are achievers, have shown their ability and willingness to exert themselves, have shown visible results, and are the most ready in terms of competencies needed for growth and development.

It is our understanding that such conceptualization of leadership would serve only a limited purpose. In the current context, change is rapid; problems are messier and bigger (environment degradation); modes of working and relating have changed (advent of virtual teams and social networking); and technology has seeped into the core of organizations (mobile telephony, cheap and infinite storage capacities, ever speeding computing capabilities). All this has shrunk the country, nation, and industry boundaries (google effects mobile telephony; communication ease effects medical practice; information technology effects agriculture), and created greater transparency (Wikileaks) and more demanding customers (faster and better is not enough). Thinkers have been proclaiming that leaders and leadership have to be col-

laborative, social, and relational. All members of an organization will have to build a collective capacity to respond to the critical organizational agendas. Designing programmes for leadership for the coming century will not be easy and will require new paradigms and replacement/refinement of the current models of thinking. As claimed by Hernez-Broome and Hughes (2009),[18] it is necessary to build organizations that will "nurture and reinforce *enactment* of the kinds of behaviours desired in those leaders."

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For Developing a Robust Leadership Pipeline, a Plan is a Must

Building an adequate leadership pipeline is one of the primary goals of any leadership development programme. Organizations need to engage in comprehensive planning of leadership development starting from who to choose, how to develop them, how to manage their careers and expectation, and how to make the organization ready for absorbing their growth. Such planning needs to meet the organizations' current and future developmental needs. In the absence of an overall plan, any attempt at leadership development may be reactive and *ad hoc.*

A master plan for effective management of human resources would itself be based on a detailed analysis of all jobs and roles to determine the requirement of expert knowledge, skills, and competencies/capabilities. It would also include an understanding of the current and expected culture of the organization. In addition to this, the strategic direction given by the top management provides a sketch for the future skill- and people-related requirements. Assessment of the current role holders helps ascertain the current competency levels and also the gaps that exist between the required and the available competencies. Once what is desired by the organizations and what is available with the individual employees become known, the gap can be filled

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[18] Hernez-Broome, G and Hughes, R L (2004). "Leadership Development: Past, Present and Future," *Human Resource Planning*, 27(1), 24-32.

by a variety of development efforts to cultivate those skills/competencies. Such efforts would play a significant role in building the leadership pipeline.

Though building a master plan might appear deterministic and difficult, involving a lot of work, building of such a plan and its periodic or need-based revision, can be the foundation for all the people-related processes within the organization. For example, it can become the basis for development of performance management, or evaluation plan, career development of the individual, and succession planning for the organization. Some organizations included in this Colloquium in fact showcase such efforts and go to great lengths to build their leadership pipeline and keep it flowing with trained talent.

The Ashok Minda Group has devised a comprehensive plan to meet its future leadership requirements. It has established a development centre for objectively evaluating the leadership potential; it has validated the existing competency framework and re-worked the framework according to the changing needs. Likewise, the HUL story discusses the building of a leadership pipeline not just for today but for many years to come. The process engages people from top management to young managers. The members of the functional resource committees are accountable for the strength and quality of the leadership pipeline of the function. Several others do not start with planning but embark on their leadership development journeys on other trigger.

Leadership Development is Triggered by Diverse Factors

Analysis of the experiences included in this study shows that the leadership development was set off by various unplanned and unanticipated changes such as change of leadership, changing need for competencies, and/or accelerated growth rate of the organization. Each of these circum-

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stances has a different influence on the process of leadership development. Examples of some factors which trigger and impact on leadership development are presented below.

Change in Top Leadership and Context

In the late 2000s, a new Managing Director joined Tata Chemicals (TCL) with the mandate to transform the company. TCL needed to transform to be able to survive in the changed business and social environment. The new MD quickly realized that the task in front of him was very complex and therefore decided to develop people within the organization to support him in the transformation process. Thus, the organization invested two years to train a critical mass of internal change agents. The focus understandably was to develop change agents.

Changing Need for Competency

It is realized that to survive or grow, the competencies required to be in tune with the changing needs of the organization. Thus investment is made in the identification of such competencies followed by assessment and development of selected people. During the late 1990s, the competitive landscape changed for HDFC and it had to redefine the nature of business. HDFC reviewed the value proposition it offered to its customers. To remain ahead of the competition, the competencies of the managers had to undergo a change and the learning process had to be accelerated.

High Growth Rate

Sometimes the rapid pace of growth dictates the need of leadership within an organization. This growth could be due to a variety of factors such as increasing demand in the market and inorganic growth achieved by mergers and acquisitions. The type of growth affects the kind of leaders and leadership competencies that will be required.

For example, Lupin has grown four times in business and three times in manpower over the past five years. Lupin hires approximately 4,000 new employees every year. This rate of growth naturally requires more leaders within the organization. Further, it requires new employees who can lead themselves in situations where not much hand-holding is possible. Lupin conducts a twelve-day induction programme, which enables new employees to become organization-ready in a short period so that they can quickly begin to perform to their potential. Their leadership development begins with tweaking the induction programme itself.

Wise Selection of Participants for Leadership Development Initiatives is Vital

Given that leadership development is a very resource-intensive process, the question of who should be chosen to be developed is extremely crucial. In most cases, those with a high performance record and high potential (for example, in organizations like Infosys, Lupin, and Siemens), and/or people who are already in leadership positions (BEL) or in key positions (HDFC) are developed because it is expected that the return on investment on them would be the highest. Infosys uses a rigorous process to choose about 700-800 people out of 130,000 employees. Those who undergo this training are called tier leaders. Siemens selects the top 5 per cent of the performers for leadership development. BEL selected

additional GMs, Sr. DGMs, and DGMs with 8, 10, and 12 years of remaining service. These functionaries were chosen because they were in key positions to lead their departments. Very few organizations develop such large number of people across the organization. GCMMF, HDFC, and Shoppers Stop are examples of organizations that have invested in developing leadership across levels. The best in class is GCMMF which has taken development of leadership to the most fundamental unit – the village cooperative. Further, some organizations such as HUL integrate leadership development with the induction programme to prepare new members for taking leadership roles through their careers.

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Variable Understanding on What Needs to be Part of Leadership Development

Though the academic community often goes to great lengths to distinguish between leader development and leadership development, the actual practice seldom reflects such debates. Our analysis shows that several companies are putting in the effort to develop both the person who is expected to lead and also his/her ability to lead situations. In fact, there is hardly any company that ignores individual development and only pays attention to the skill of leading in various situations or *vice versa*. We categorized the existing practices on the continuum from development of the self to the development of leadership skills to create organizations that will nurture leaders. We find that most organizations focus on providing training in leadership skills, followed by the development of self (Table 1). Only a select few focus on the skill and ability of leading teams, and interestingly, the least focused element is training of the selected persons to improve their ability to impact culture, values, system, and structure of the unit/organization for growth.

As we read through the content of the individual/self development programmes of various companies, the focus of self development was unclear. Most thinkers on leadership development agree that self development is necessary but what areas of self development are necessary for a leader are not debated. Should the component of individual development for leadership include developing of self-efficacy, understanding of preferences, clarity of dreams and ambitions, recognition of ego states, development of emotional intelligence, some of these, or all of these, or some other components? What is their importance for overall leadership development, or what percentage of the leadership development programme should be self-development have not been addressed adequately. This is an area where academicians and practitioners need to work together to arrive at a better understanding.

Table 1: Focus of Leadership Training

Self Focus	Job-related Focus	Team Focus	Organization Focus
*Aditya Birla Group, Ashok Minda Group, BEL, HDFC, IT Multinational, Murugappa, Siemens***	*Aditya Birla Group, Ashok Minda Group, BEL, HDFC, HUL, Infosys, IT Multinational, Lupin, Murugappa, Shoppers Stop, Siemens,* **Amul,* HUL, IBM, Microsoft**	*Ashok Minda Group, HDFC, Microsoft, Shoppers Stop, Siemens*	*HDFC, Infosys, Siemens,* **Amul, IBM, HUL**

* The company names shown in italics provide opportunities for leadership development for high potential employees.
** The company names in bold provide opportunities for leadership development for most employees.

Training the leader for a specific job is often based on competencies and assessment centres. It also includes exposing the individual to possible styles of leadership and various theories of leadership. This appears to have received adequate attention across most cases included in this study.

There seems to exist a noticeable gap in the focus on developing leadership of teams. In some cases, it could be one of the competencies that the organization identified and was thus subsumed in the training of the individual for job. However, we feel that leadership training must especially focus on the skill to work in groups, get groups to do their own work, and manage group processes as they are important skills in the current context, characterized by the need for networked and collaborative work systems.

It is also the need of the hour that leaders are trained to develop organizations that will foster leadership actions across levels to meet the current challenges in all organizations. To reap the full benefits of the leadership development programme in any organization, focus on training the individual to recognize the importance of and means to influence cultural patterns (values, beliefs, assumptions, ways of working and organizing) are essential. Both Dr. Kaipa and Vistas consultants mentioned the importance of understanding culture and values in an organization.

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Methods Used for Leadership Development are Diverse

Methods used for development purposes vary depending on the level of commitment, the availability of resources, and the number of people the organization wants to reach. In their study, Carter, Giber and Goldsmith (2000)[19] found that thirteen different methodologies were used for leadership development. These included action learning, cross-functional rotations, 360-degree feedback, exposure to senior executives, external coaching, global rotations, exposure to strategic agenda, formal mentoring, informal mentoring, internal case studies, executive MBA, accelerated promotion, and conferences. Out of these, the three most effective ones were formal training, 360-degree feedback, and exposure to senior role holders within the organization. In the experiences presented in the Colloquium, it was found that the methods used could be classified into four broad categories. Table 2 shows the methods used and the companies employing those methods.

Classroom-based Learning

Classroom learning provides opportunity to conceptualize an important component of any learning process

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[19] Carter, L; Giber, D and Goldsmith, M (Eds.). (2000). *Best Practices in Leadership Development Handbook,* San Francisco, CA: Jossey-Bass/Pfeiffer.

Table 2: Methods Used for Leadership Development

Classroom (face-to-face and e-learning)	On the Job (job rotation, international exposure, etc.)	Reflective Practice (projects, feedback)	Personal Attention (formal and informal coaching/ mentoring)
AB Group , Ashok Minda Group, BEL, HDFC, HUL, IBM, Infosys, Lupin, Murugappa, Tata Chemicals	Ashok Minda Group, HDFC, HUL, IBM, Infosys, Lupin, Shoppers Stop, Siemens	Ashok Minda Group, BEL, IT Multinational, Microsoft, Murugappa, Shoppers Stop, Siemens, Tata Chemicals	AB Group, HDFC, HUL, Infosys, Microsoft, Siemens, Shoppers Stop

(Kolb, 1984)[20] and it still remains one of the most popular methods for development. Most organizations are coming up with innovative approaches to offer good quality classroom-based inputs to their employees on concepts related to leadership. Several organizations use e-learning to deliver the content and concepts in a structured manner. E-learning gives participants the advantage of pacing their learning to match their individual needs. In addition, organizations can reach out to a large and geographically-dispersed audience. The Aditya Birla Group and HUL use e-learning as a means to provide conceptual and theoretical inputs on leadership to a large number of widely-dispersed employees..

On-the-Job Development

Organizations try to create work-enabled learning opportunities to support on-the-job development as they are considered a positive tool for leadership development. Further, job rotations, cross-functional exposure, and international job experience provide the participants with different types of job exposure thus building different leadership skills. Believing that most of an individual's learning and growth comes from the roles s/he gets to play at work, HUL provides ample diversity in the experiences during induction and later through projects and short-term assignments. IBM strongly endorses its performance-supported learning, in which learning occurs within the work task or work environment itself.

Reflective Practice

It is critical to use reflective practice for leadership development as it helps the individual assimilate the learn-

> Leadership training must especially focus on the skill to work in groups, get groups to do their own work, and manage group processes as they are important skills in the current context, characterized by the need for networked and collaborative work systems.

ing through various sources. Working on live projects or interactive feedback provides individuals such opportunities. Such projects not only give opportunities to use what has been learned but also go beyond the conceptual learning and allow individuals' innate leadership competencies to surface. Examples include practices at Siemens and HUL which provide opportunities to work on live projects for developing leadership capabilities along with other skills. Another way to foster reflection is to provide feedback from multiple sources to the leaders in the hope that it will help them reflect on and strengthen their leadership competencies. Organizations like BEL and IT Multinational used 360-degree feedback to enhance self awareness and leadership development among individuals.

Personal Attention

Another category of developmental input involves providing mentoring and coaching to the trainees of leadership development. Those participating in leadership development activity often receive personal attention from senior leaders or expert coaches. A senior leader of the organization usually gives his/her time for mentoring or coaching in order to help the participants develop a better sense of business, strategic capabilities, and situations that the participants may face in the future. While mentoring is almost always carried out by senior colleagues in the organization, coaching frequently involves external experts. In many organizations, senior leaders explicitly indicate their willingness to mentor younger colleagues so as to help them develop their leadership potential, thereby reflecting a high level of commitment. HUL and Siemens use mentoring ex-

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[20] Kolb, D (1984). *Experiential Learning as the Science of Learning and Development*, New Jersey: Prentice Hall, Englewood Cliffs.

tensively as a means to provide young employees an opportunity to interact with senior leaders, to develop a sense of business and see the larger picture. HDFC and Infosys use personal attention by senior leaders as a means to inculcate key organizational values in younger colleagues.

Participation of Top Management is Vital

Endorsement by the top management is critically important for the success of leadership development efforts. Their personal involvement signals their commitment towards leadership development. At HDFC, the Managing Director acts as a guide in the leadership development programme for a select group of middle and senior level managers. Similarly, Siemens has a leadership programme where participants are mentored by the CEO for two years. While such programmes are meant for managers with demonstrated high leadership potential, the involvement of members of the top team conveys to the entire organization the high priority attached to leadership development. At HUL, the involvement of top management has made leadership development a part of their culture which gets reflected in several of their routines and processes. Most senior leaders in HUL formally coach or mentor at least one manager in the organization, which includes management trainees, key talent, women managers, etc. Leaders at HUL are evaluated on the role they play in building the future talent and teams of the organization. While launching their Business Leaders Programme (BLP), the Murugappa Group constituted a steering committee. The committee, consisting of, among others, a board member and nominees of two MDs/ CEOs of different businesses, was charged with the responsibility of overseeing the design and the conduct of BLP, assessing its impact and effectiveness at periodic intervals, and suggesting directions for the future. Such active interest and involvement conveyed to the organization the seriousness with

> It is critical to use reflective practice for leadership development as it helps the individual assimilate the learning through various sources. Working on live projects or interactive feedback provides individuals such opportunities. Such projects not only give opportunities to use what has been learned but also go beyond the conceptual learning and allow individuals' innate leadership competencies to surface.

which the top management valued leadership development.

Involvement of HR Department a Prerequisite for Making Leadership Development Initiatives Relevant

The leadership development programme (LDP) is often handled by the learning and development department of the organization or by the human resource development team. Irrespective of who develops or manages it, the HR department (HR) has to play a significant role to ensure that the programme is effective. Fair and accurate selection of people is at the heart of the success of any leadership development plan. The right selection of people hinges on the maturity of the Performance Management Plan developed by HRD. The Performance Management Plan is linked with both past performance and future potential assessment.

Post-intervention, it is equally important for the HR team to plan appropriate utilization of the trained individual and keeping him/her motivated through challenging and meaningful work. The individual who goes through LDP also invests a significant part of his/her personal resources to derive value from the programme. If adequate organizational rewards are not seen to follow such an investment, the engagement of the next generation of trainees goes down. In such a situation, the first generation may become disillusioned and frustrated, and in extreme cases, people may decide to leave the organization. Thus investment in LDP has to be followed by the HR team paying attention to career planning of the LDP participants. At Siemens, the involvement of HR with leadership development is direct and visible. The performance management process is treated as the cornerstone for all their leadership development initiatives and activities. Performance management process which uses various tools to identify future leaders, also paves the way for potential plans for planning careers.

Assessing the Efficacy of Leadership Development

With commitment of so many resources and high expectation of preparing future leaders for the organization, it is important for organizations to assess the effectiveness of their leadership development programmes. They need to go beyond assessing the effectiveness of the programme delivered. Assessment of how participants utilize and apply the new leadership competencies in subsequent leadership roles, what skills and competencies individuals need to be developed further, the effect the trained group has on the running of business are all at the core of measuring the efficacy of the programme in the long run. Given that leadership development programmes are resource-intensive, it is only fair that organizations know and disseminate internally the return on such investments.

The Murugappa Group opted for a third party audit to assess the effectiveness of the programme. They included several factors such as (i) career progression before and after the programme; (ii) retention of participants after the programme over a period of 1, 3, 5, and 10 years/beyond; (iii) lateral and cross-functional positions taken up by the participants; (iv) number of leadership positions filled up from amongst the participants of the programme; (v) incremental value-add derived for the organization from the projects implemented as a part of the leadership development programme. BEL organized effort review workshops to review not only the personal growth of individuals in leadership roles, but also its impact on the unit or department they were heading.

> Attention to people capability development across the organization will require wisdom, ingenuity, persistent effort, and resilience in real time. The task of growing, maintaining, responding, and surviving for the organization – all at the same time — requires moving the focus away from developing few leaders to developing many leaders on a continuous basis.

Conclusion

We believe that this Colloquium presents an array of beliefs and philosophies, practices, and perspectives. As the organizations of today face more and complex challenges, the need to keep pace with the changes becomes a multifaceted issue. Attention to people capability development across the organization will require wisdom, ingenuity, persistent effort, and resilience in real time. The task of growing, maintaining, responding, and surviving for the organization – all at the same time – requires moving the focus away from developing few leaders to developing many leaders on a continuous basis.

PROFILE OF CONTRIBUTORS

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> **The profiles of Neharika Vohra, Deepti Bhatnagar and Twisha Anand have been included in Part I of the Colloquium, published in the July-September 2011 issue of *Vikalpa*.**

Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.

— Stephen Covey