

EILL Learning

Workshop Programme - Design Basis (Model)

The EILL's workshop programme aims to provide for companies a means to retaining their high potential talent. We believe that one mechanism for retaining engineers is to provide them with a development programme which is structured to their needs as their work challenge grows with their capability¹. As any individual's capability develops over time and with experience they become capable of accepting more complexity in their work. Not all are equipped with the skills and knowledge to make the most of this capability.

The EILL workshop programme has as its design basis the career path of a 'thirty-something' high potential technical professional as he progresses through the transitions between work levels 2 – 4 (see note 1 for a brief explanation and link to further work on work levels).

The programme was initially conceived to follow the development needs of a high potential technical professional as he develops from working on solving technical problems based on his own professional knowledge, to working through others to deliver results for his department, applying these as he rises to interact with other sites, suppliers or customers in other countries, to increasingly interacting with other functions within the business and ultimately to leading multi-functional business teams to deliver longer term changes to the business. To convey the key learning aims of each of the workshops on the EILL Learning programme, we've described below some typical challenges and development needs of an individual engineer in a large multi-national in a 'conceptually-typical' chronological order.

One of the first challenges faced by the developing technical professional is to be able to work more effectively in teams; to achieve his aims with, and through the contributions of others rather than through his own (university-) learnt knowledge. **High Performance Teamwork [HPL 1]** introduces the essential skills of working within teams. Although one of the first workshops on the programme, since it's a requirement for all young engineers, these skills are required throughout a career, and this workshop can also be a particularly helpful refresher to a more experienced manager taking charge of a new or larger team.

Technical professionals are prone to persuasion through logical argument; sometimes they lack the more personal skills to persuade or influence others to 'buy' their argument. **Personal Selling and Influencing Skills [HPL 60]** helps participants to identify the needs of others, and then uses these needs to 'sell' a proposal, idea or product. Complementing this is the ability to see the bigger picture - to appreciate where apparently conflicting aims can be focussed on a mutually beneficial outcome. **Setting Aims for Strategy Development [HPL 3]** can be useful to help both developing professionals and those recently introduced to new teams or departments to define strategic direction and purpose.

We like to establish early that any initiative, activity or project should be conceived and executed from a business perspective. In **Business Planning [LPG2]** participants learn that the basis of all business change proposals should be a sound business plan. As business plans are developed the engineer will necessarily come into contact with business functions outside of his own. One of the first functions we encourage our typical young engineer to understand better, and a foundation for personal thinking throughout the programme, is Manufacturing. **Competitive Operations [LPG3]** looks at process improvement in the major manufacturing business processes and, in the context of improving this one aspect of your business, also provides an introduction to 'lean thinking' techniques useful for critically analysing and improving business processes which can be applied to any business process throughout an individual's career.

After a couple of years experience of managing teams (using the skills introduced in HPL 1) it would be helpful to review how successfully our young engineer is behaving and what makes

others respond to his leadership style. **Gaining and Maintaining the Motivation and Commitment of Others [HPL 4]** helps participants to effectively integrate new people into established teams and provides direct feedback from team members on what the leader said or did to help them feel part of the team's solution. We also introduce an EILL philosophy that the most effective change requires excellent project management skills, including selecting the right projects. **Leading by Projects [HPL 70]** looks at how to approach the management of change and how to apply construction sector tools and techniques to any business change projects.

As the high potential technical professional develops he will increasingly interact with colleagues, customers and suppliers, and begin to do so across national boundaries. In **Europeans and Other Cultures – Preparing for Partnerships [MCE 3]** we develop a framework and technique for better understanding prospective business partners from other cultures. Having to negotiate with these different cultures is a development facilitated by this basic understanding and **Multicultural Negotiating and Influencing [MCE 4]** demonstrates how negotiating procedures might need to change to accommodate cultural differences. Our young engineer might now be sitting on a number of multi-functional business or project teams. The EILL's firm belief is that if a technical professional has a better understanding of the business he is in, and of its particular language, then he will be better able to make effective and timely contributions. **A Marketing Skills Foundation [LPG 4]** helps to introduce concepts of markets, segments and sectors and the different value propositions for each. He may also be involved in decisions about sourcing, even out-sourcing, or other aspects of extending the capability of the business which we discuss in **Partnering for Growth [LPG 5]**.

Another couple of years development and we may well see the emergent leader plateau in a technical development function. He will almost certainly encounter a transition level where he will interact with the senior functional experts in the organisation and may have to provide significant contributions to major investment proposals. Whether looking to move into general management or to more senior levels of expert technical professionalism **High Level Facilitation Skills [HPL 5]** are essential. In a more responsible position the developing leader may frequently find himself in the position where he is looked to for guidance to resolve problems faced by the project or business team. Well developed facilitation skills will enable him to separate the problem-solving process from the content of the problem to be solved, and help his team to reach robust conclusions.

We also assume that at this level it's possible that our developing engineer must work in and with teams across multi-national and multi-cultural boundaries. **Leading Distributed Multi-Cultural Teams [MCE 5]** provides an insight into the additional difficulties posed by distance and culture and provides tools and techniques to reduce the disruptive influence of these two factors. We envisage that our developing engineers will increasingly be pulling together investment proposals. To supplement his knowledge of the technical content of these, **Understanding Risk in the Growing Company [LPG 6]** will help him to understand how other functions in the business view the risks of the company's investments. Another great way to get an insight into how other functions think is **Innovating for Growth [LPG 7]**. Although useful at every level, this is the key area where either you're in an innovation process, or leading it and setting the environment, or getting your team to think innovatively.

We're now entering the final couple of years of the period of development of our high potential technical professional for which the EILL's programme is designed. He is now established in a 'level 4' role as either a senior functional manager, with global responsibility for the contribution of his function to the business, or he may be a regional business manager with full business unit responsibilities. **Leading High Performance Teams [HPL 6]** will help him review and reflect on his own direct leadership style, and its impact on others, and to practice and perfect new approaches to difficult team situations. **Effective Communicating to Implement Change [HPL 40]** looks at the strategic use of communications as the way to get your messages across to your organisation. He will now be involved in significant business change which (these days) almost

certainly means exposure to mergers and acquisitions. In **Making Multi-Cultural Mergers Work [MCE 6]** a masterclass process helps participants to understand the country- and company-cultural issues which have an impact on 'what makes a successful merger'. It's possible that he will be involved in exercises to raise finance to make the desired business changes, and **Resourcing the Growing Company [LPG 8]** uses this premise as the basis for introducing a variety of concepts from the financial world with which any future leader should be familiar.

For the most senior management roles we envisage, the learning style is more masterclass than lectured input and workshop discussion. We look at **Managing Corporate Reputation [LLT 2]** and how quickly reputations can be destroyed by the actions of its leaders at all levels of the organisation. The principles of organisational design, talent planning, and development and capability of your organisation are addressed in **Organisational Design and the Sustainable Company [LLT 6]** and introduce an integrated approach to Human Resources management. Also crucial is that the knowledge assets of the organisation are identified, developed, encouraged, captured and transmitted to enhance the ability of the organisation to learn to adapt to its changing environment. These issues are addressed in the masterclass **Knowledge Management and the Learning Company [LLT 7]**. Finally, **Company Turnarounds and Fixes [LPG 9]** looks, through interview based learning, at examples of turnarounds of departments, divisions, businesses and companies.

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Notes

¹ Work done by Elliot Jacques in the seventies and supported by over thirty years of industrial experience by EIL Consulting partner BIOS [www.biosseurope.com] defines seven levels of work complexity. It also proposes that an individual develops along a 'capability curve' throughout his career, and that, if provided with sufficient challenge to keep him 'in flow' with his capability, he will eventually reach his final maximum capability.



The EIL's Organisational Design partner *bios* has more than 30 years experience of identifying growth potential of individuals

Career Development Curves Chart

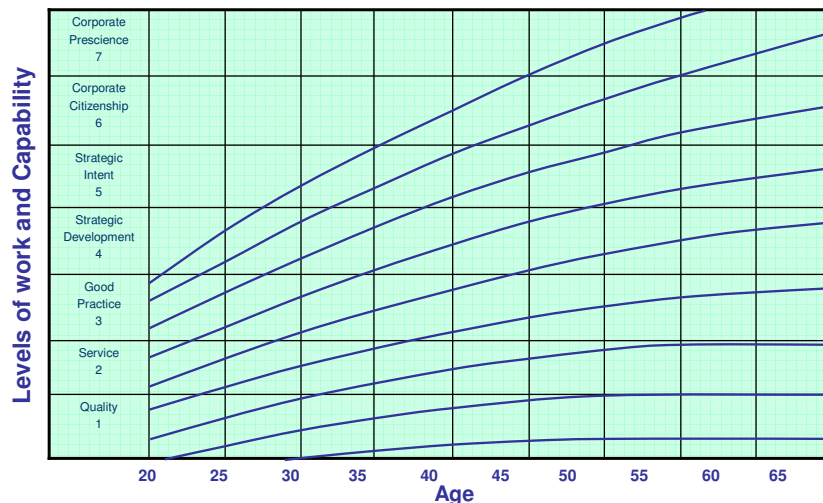


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At certain stages of a career (early thirties, and early forties) an individual on a high potential curve will have gained the experience and judgement to be able to 'transition' between work levels. It is at these points where, if not sufficiently challenged an individual may become bored or frustrated, and ultimately 'at risk' of leaving the company in search of a new challenge. Similarly, an individual offered the challenge without the appropriate knowledge to accept it, can also become frustrated, anxious and 'at risk'.



The EILL believes many engineers work below their capability level and are 'at risk' of seeking challenge outside the industry

Where the EILL Learning workshop programme helps individual Career Development

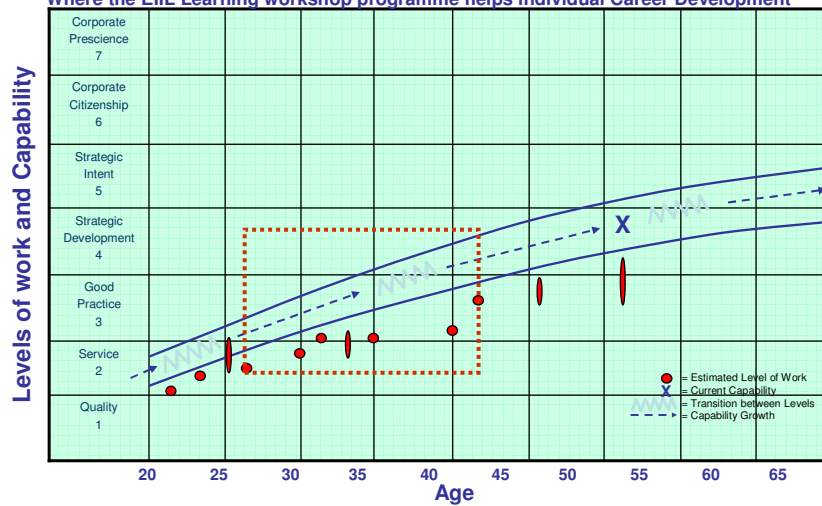


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