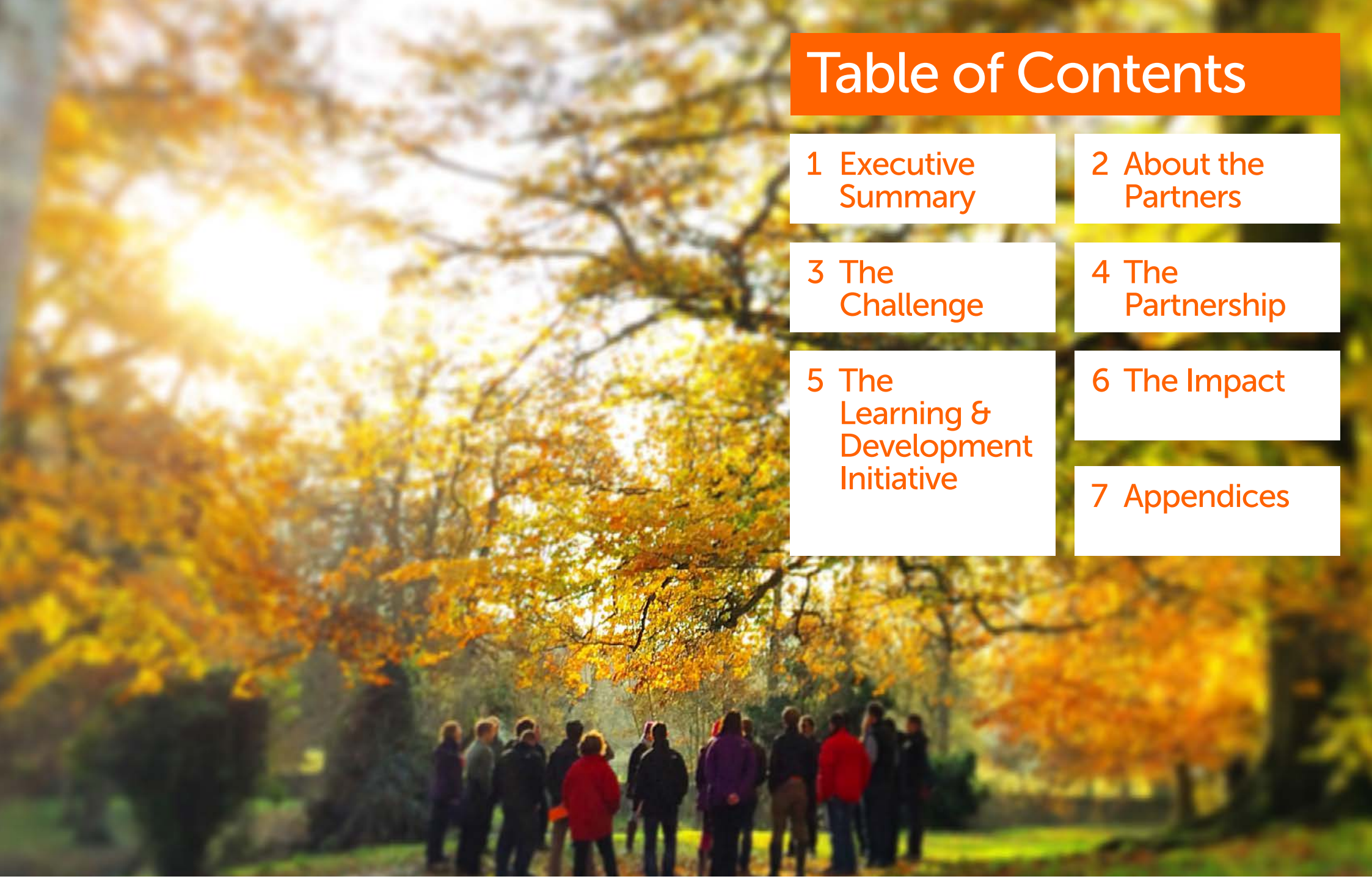
BG Group | Cranfield University School of Management

Exploring Leadership

BG GROUP

Cranfield UNIVERSITY
School of Management



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Executive Summary

BG Group partnered with the Centre for Customised Executive Development (CCED) within the Cranfield School of Management to co-design and deliver Exploring Leadership, a development intervention unlike any that the organisation had experienced before. Making this challenging, innovative and counter-cultural programme a reality demanded courage on part of the organisations and individual stakeholders and continued engagement and collaboration within the partnership.

In the context of the deepest sector downturn since the 1990s, BG Group turned it's successful entrepreneurial culture towards how it would address this paradigmatic change coupled with radical uncertainty. The response of BG Group was to invest in a Learning & Development initiative that would:

- Enhance the capability of senior and mid-level managers to deliver strategy in a Volatile, Uncertain, Complex, Ambiguous (VUCA) environment
- Facilitate in individuals an understanding of their own leadership values, motivation, approach, and impact
- Facilitate an emergent common understanding of what good leadership looks like within BG Group

The programme followed principles jointly agreed upon by the partnership:

- Customisation down to the individual while delivering capability uplift across the whole population
- A pull (versus push) approach to learning
- Engagement of the whole person: not just the intellectual, but also the emotional and the visceral
- Sustainability: support application of learning and follow-through on commitments

Exploring Leadership is a three-module programme that integrates the outdoors, coaching, facilitated and self-directed learning activities over a six-month period. A distinctive feature is an individual retreat in nature which, according to delegates, offered an unparalleled opportunity for self-reflection. In total, the programme was delivered at three international hubs to 13 cohorts and 300 participants.

The programme was well received and highly rated and worked well as a catalyst of powerful change for a population of high-talent managers. The evaluation study found impact spanning:

- The individual level: personal leadership (self-awareness, reflective practice, confidence to lead)
- The population level: a support system of networked relationships
- The organisational level: improved talent development, leadership culture, and performance

In addition, the approach of this programme has been sending a strong signal to the wider organisation as to how to support the development of leadership in a fluid and emergent context.

In April 2015, just as the second cohort was underway, the announcement that Shell would acquire BG Group was made. The acquisition process was going to take several months and bring about leadership transitions—to start with BG Group's CEO Helge Lund, who had joined BG Group two months earlier, would eventually step down. The easy option would have been to discontinue Exploring Leadership. However, the programme was already proving itself through its impact. BG Group decided to adhere to the roll-out schedule; and, to extend the programme to a cohort of senior leaders.

> *The results are demonstrating a lasting impact at an individual and business level with leaders across all facets of our business better connected and with clarity of focus on their role and what is most important. At a time where our commodity price has fallen by 60%, our leaders are excited by the challenge and confident in their tools to meet the demands of change, innovation and business delivery. 2015 has seen our best year for safety and our highest production performance on record. We continue to set new records into 2016 and this has been during our most challenging economic environment. There is a clear and palpable correlation between our performance and the leadership potential we have liberated with our Exploring Leadership immersion.*
>
> **Jon Harris**
> Executive Vice President, BG Technical, BG Group

About the Partners

BG Group is an international exploration and production LNG company that has recently been acquired by Royal Dutch Shell. It employs about 5000 people and operates in over 20 countries with total earnings of $2.3billion. Prior to its acquisition, BG Group was a top-15 FTSE business.

The Centre for Customised Executive Development (CCED) within the Cranfield School of Management specialises in the design and delivery of interventions ranked among the FT Top-10 worldwide for customised executive development. CCED's global network delivers individual and organisational impact tailored to the needs of organisations across sectors.

The Challenge

With its immediate ties to global geopolitical risk and economic fluctuations, the oil and gas sector is notorious for temperamental commodity prices and for being a VUCA environment.

In June 2014, the sector started witnessing something perhaps more disconcerting than volatility: consistently low oil price. Since then, the price of a barrel of oil has dropped more than 60%. The mantra ‘Lower for longer’ is now an accepted view. As a consequence, oil-producing companies have dropped investments, decommissioned rigs, lowered salaries, and cut an estimated 250,000 jobs.

Facing the deepest sector downturn since the 1990s, BG Group needed to adapt and become able to drive performance at lower cost levels. However, many of BG Group's leaders had not seen a downturn in their careers and were entering unfamiliar waters. A further cause of distraction, the legacy of an iconic charismatic leader followed by a transition period without a CEO meant a general lack of consensus on what constitutes good leadership. Not only in the circumstances, the company's relatively small size and strong performance record, as well as its large reserves of natural gas, made it an attractive target of acquisition. BG Group's entrepreneurial culture had been greatly successful—but past success did not make it ready to be resilient in the face of a paradigmatic change coupled with radical uncertainty.

The response of BG Group's leadership was to support its leaders and invest in a new L&D initiative targeted at its global population of around 1000 senior and mid level managers situated at locations at different stages of lifecycle maturity and facing a variety of leadership challenges. The aim of the new initiative was to enable these leaders to think differently--about themselves, their leadership role, and the changing context of the business landscape.

BG Group CEO Helge Lund

The Partnership

Partnership Requirements

A rigorous selection process began with an initial pitch attended by over 30 stakeholders from all parts of the business. BG looked for an L&D partner who could fully commit to:

- Extensively diagnosing the leadership learning needs
- Prioritising the needs of the target population over pushing latest academic thinking
- Identifying innovative learning activities to push boundaries while realising business impact
- Enabling participants to continue to learn beyond the formal programme
- Engaging with different stakeholders

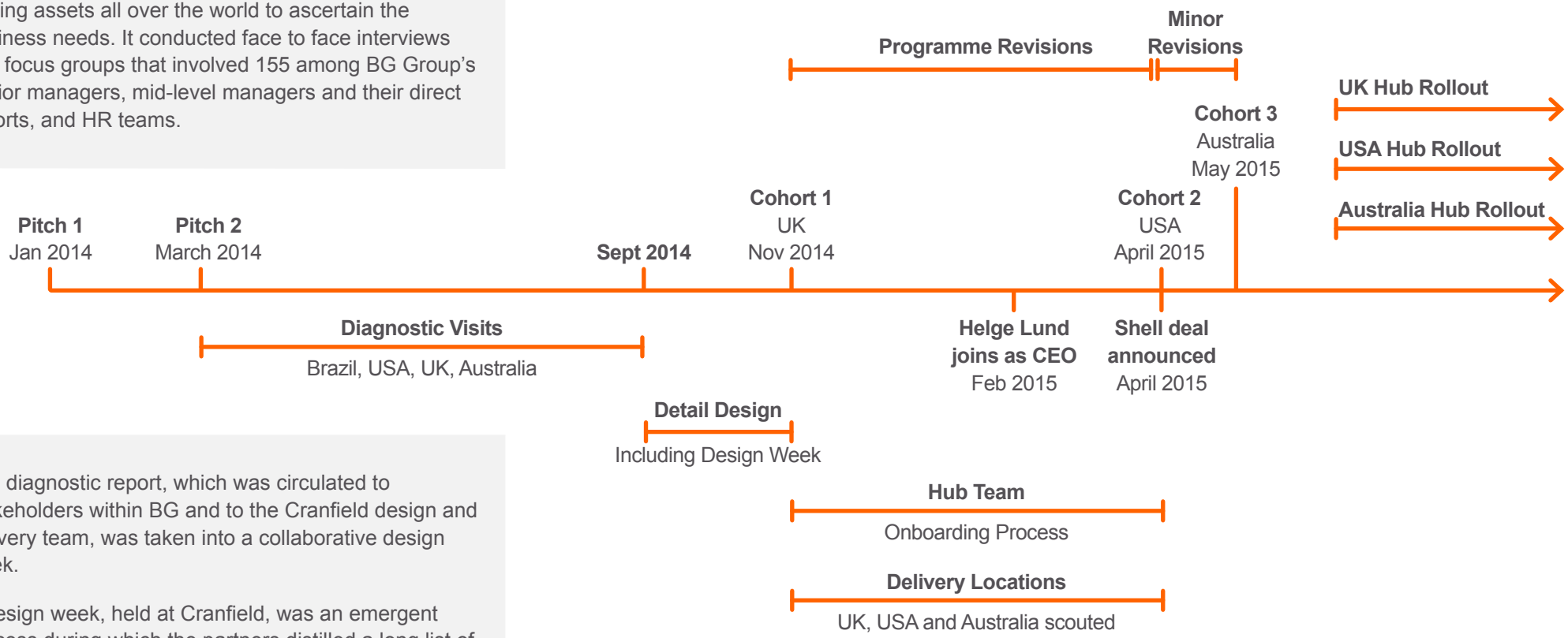
The programme was going to replace seven already existing functional programmes that had a leadership element. Hence, great sensitivity was required in engaging the business and a wider group of stakeholders. Once selected, Cranfield formed a comprehensive picture of the need, as well as in influencing to build alignment with programmes that had been delivered previously and involve a wider group of stakeholders.

> *Cranfield did not come with a pre-determined outcome or product 'off the shelf'. Their approach was to understand our business, understand our need, and then to co-design a programme that would develop our target audience. It was genuinely starting from first principles and a blank sheet of paper--their approach to working with us was to design a programme that did not exist in order to meet our needs*

Craig Darroch
BG Group - Head of Learning and Development

The diagnostic process

Cranfield undertook an extended diagnostic process, visiting assets all over the world to ascertain the business needs. It conducted face to face interviews and focus groups that involved 155 among BG Group's senior managers, mid-level managers and their direct reports, and HR teams.



The diagnostic report, which was circulated to stakeholders within BG and to the Cranfield design and delivery team, was taken into a collaborative design week.

A design week, held at Cranfield, was an emergent process during which the partners distilled a long list of needs and requirements into a focused set of priorities. The partners then engaged in robust conversation on various designs worked up by Cranfield and reached a consensus on three overarching programme aims:

- To enhance the capacity of senior and mid-level managers to deliver strategy in a VUCA environment
- To facilitate in individuals an understanding of their own leadership values, motivation, approach, and impact
- To facilitate an emergent common understanding of good leadership within BG Group

The partners committed to including in the design activities of deep personal impact and at the same time to creating business impact. The partners agreed on a three-module format and to evaluate the programme a customised impact study.

Diagnosed Learning Needs

The following diagnosed learning needs were identified as being of critical relevance to developing agility and capability to lead effectively within a VUCA environment:

- Develop motivation to change
- Become reflective and curious--able to counter an 'expert' culture
- See the importance of leading, versus just managing, people—in technical roles and at a time of dramatic change
- Explore personal leadership: individual values, motivation, approach and impact
- Develop ability to build relationships beyond superficial networking
- Increase confidence to initiate change and challenge the status quo
- Think proactively about career paths

Programme Requirements

To successfully attain its learning objectives in alignment with BG Group's core principles, the programme needed to meet certain requirements:

- Set purpose and deal with local pressures
- Engage the whole person: not just the intellectual, but also the emotional and the visceral
- Sustainability: enable and support application of learning and follow-through on commitments
- Reinforce the core elements of the business

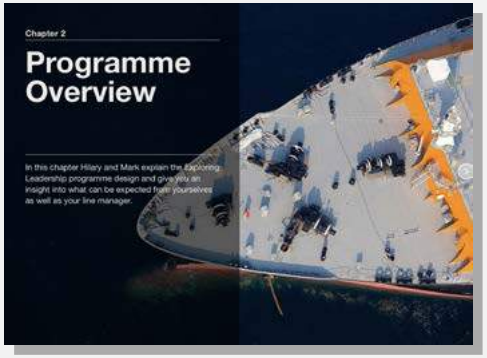
Participant engagement

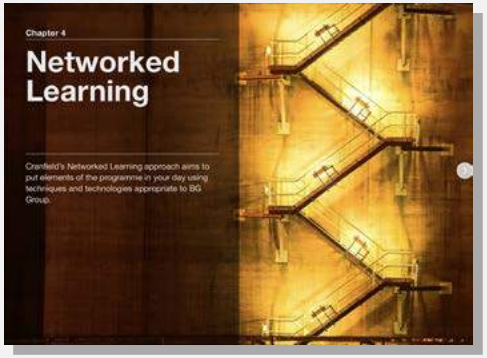
Leading up to the programme, Cranfield facilitated engagement within the wider design team population by circulating an iBook illustrating the genesis of the programme.

This approach allowed the design team to elicit and integrate further feedback.

Exploring Leadership being of a totally different nature compared to development initiatives previously experienced by prospective participants, Cranfield positioned the what, how and why of the programme with every cohort by asking the delegates to:

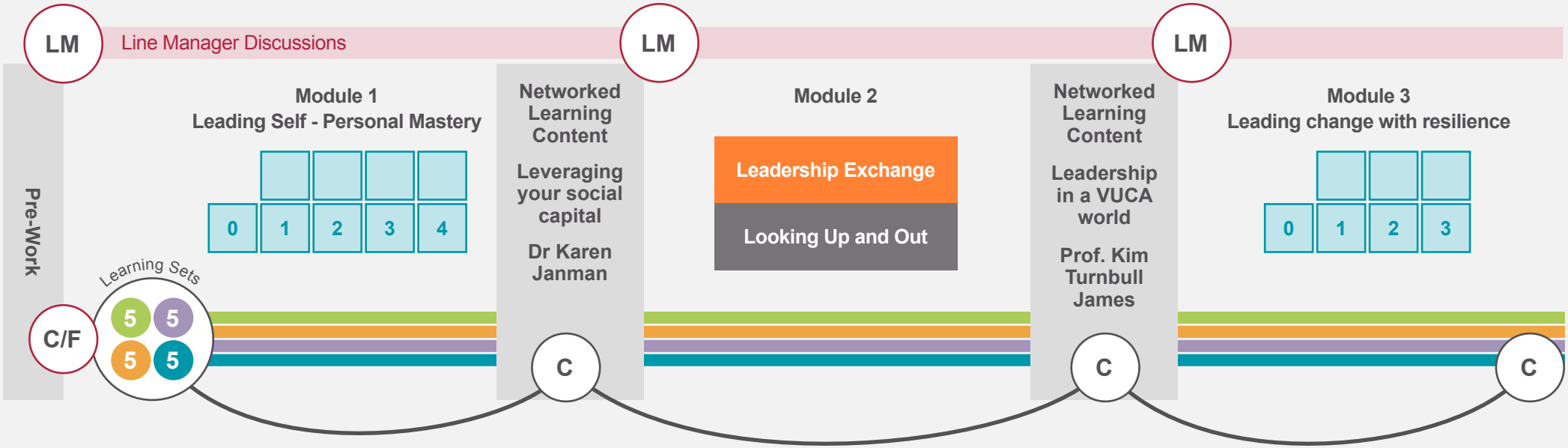
- Be present – to remain with their own cohort to benefit from the close developmental relationships that would form over time--and, to remain mentally present
- Be curious - about themselves and their reactions to the experiences so as to be able to work with emerging thoughts and emotions
- Suspend judgement – to keep an open mind in a different learning journey that progressively builds into a cohesive whole





The Learning & Development Initiative

Exploring Leadership is a three-module programme that integrates outdoor development work, coaching, group and individual activities, and brief focused lectures over a six-month period. Central to the programme's philosophy is the idea that, by understanding how they lead themselves, participants can see how they lead others. The learning process is not attached to a fixed view of how a leader should operate; rather, it encourages delegates to be real and authentic across situations and contexts faced. The content is delivered by a team of skilled facilitators who are also coaches; each facilitator follows closely a learning set of five delegates to whom they provide group and individual coaching. For more on the delivery teams, see Appendix 1.



Module 1: Leading Self – Personal Mastery

This first residential module supports participants in taking a step back from the hectic pace of corporate life and takes a look at the way they currently take up their leadership role. It anchors the work in a review of the leadership context and in the concept of personal mastery.

A slowing down process is commenced by exposing participants to selected content and encouraging a group sense-making process. Participants gain perspective over their leadership schema and uncover strengths as well as self-limiting views. They are encouraged to trace how their schema and self-understandings are expressed through their leadership practice. They are also encouraged to see these 'truths' not as absolutes, but rather as narratives that are being played out and can be changed with conscious effort.

An outdoor reflective workshop further slows down the pace and heightens self-awareness. Participants gradually prepare for the central activity of the module—the Solo. The Solo is most beneficial when participants are present in the here and now and ready to listen with their minds as well as with their hearts.

The Solo is a six-hour period of individual reflection in nature. The aim is for participants to have quality time on their own and without distractions, to reflect on themselves, past experiences, and future trajectory. On the Solo, participants are asked to consider three questions fundamental to personal mastery:

- Who am I?
- Where am I going?
- Why am I going there?

The characteristics of the venue (for more on the venues, see Appendix 1), routines around mealtimes, activities such as storytelling around a fire, and the availability of coaches at all times contribute to an atmosphere that is highly conducive to building trusted relationships and holding an in-depth self-reflection process.

In order to maximise application of learning to the business context, there are structured opportunities throughout the module for participants to work with their coach in small learning sets and on a one to one basis. Individual coaching continues in-between modules in a timeframe that is agreed between participant and coach.

Module 1 concludes with participants formulating one personal and one business-focused developmental commitment which they share with their coach and, if they so wish, also with the cohort.

Use of the outdoors in development

When we position the use of the outdoors, as a context against which to run leadership development programmes, instantly peoples' thoughts go to traditional exercises with oil drums and ropes working on some hypothetical problem divorced from the business reality and the context of the participant.

This approach undertaken on Exploring Leadership cannot be further from this. It utilises the outdoors to promote deeper awareness about what is truly important to the individual and a type of thinking we often do not practice as a result of our busy lives. Research is catching up with practitioners with the use of the outdoors being seen to be highly beneficial for leaders today providing not only supportive learning spaces but also tangible medical benefits

National Geographic - This Is Your Brain on Nature

How Nature Can Make You Kinder, Happier, and More Creative

Mark Threlfall
Programme Director Cranfield SoM

Module 2: Leading in a Network

This virtual module builds capability to lead adaptively and to leverage social capital to deliver organisational strategy. Blended learning content introduces concepts such as Bridging and Bonding in networking. Then, there are two observational exercises that help develop social capital and mindfulness:

- The “Leadership Exchange” involves pairing with another member of the cohort from a different part of the business and taking turns to visit each other at work and be host and observer. The pairs then exchange feedback and observations. An intended by-product of this exercise is the breaking down of organisational silos as participants develop wider and farther-reaching networks
- “Looking Up and Out” involves an experience outside of BG Group and the Oil and Gas sector to see how issues are dealt with in a different context. For instance, a participant arranged to spend the day with an American college football team to discuss talent management and succession planning.

Participants organise these activities by themselves with limited guidance from Cranfield. Not being provided with standard guidelines or deliverables means that participants need to remain receptive to what is unfolding in front of them rather than holding on to any confirmation bias or a predetermined sense of outcome or solution. Participants need to be purposeful and self-directed about which experiences they organise, what they want to learn, and how they will apply the learning to their leadership practice. These activities, typical of a low control approach to L&D, are an example of how the programme can achieve customisation of the learning process down to the individual.

Module 2 Activity

The target audience for this programme was initially our mid-level leaders; those who on a day-to-day basis execute the business strategy, lead our people, prioritise delivery and therefore can have the maximum impact upon the performance of our business. As the impact of the programme began to take hold across our global business, we had a surge of requests from our senior leaders to attend. Taking advantage of this momentum, we constructed a senior leader cohort using the same design with a particular focus on the context of the individual in a senior role in our business.

Jon Harris
Executive Vice President, BG Technical, BG Group

Module 3: Leading Change with Resilience

This residential module commences with sharing about Module 2 experiences and about progress on the developmental commitments.

The core of the module is to explore notions of change through a dialogue process where participants work on wicked business problems (the contrary of tame business problems). Participants wrestle with and begin to address live wicked problems within their business context. This is also an opportunity to ask challenging questions around the prevailing leadership culture in response to these problems.

Through offering the group a restorative activity (for example, a sound bath or yoga sessions, the module gives a demonstration of the wisdom of pausing and reenergising when engaged in challenging work.

The final activity is a literal and metaphoric walk that uses the notion of journey to stimulate deep conversations with coaches and peers. Participants share reflections and learning and begin to formulate intentions for their leadership in the future.

In closing the programme, we revisit personal mastery and support the articulation of personal intentions that are captured in a video and sent to the participant.

Reflections on Exploring Leadership

- Keeping the learning process person-centred while also keeping organisational issues in sight was challenging; however, it proved to be a major cohesive force for the partnership and the programme during the times of greatest uncertainty (following the news of the acquisition)
- When deep relationships are formed, participants have a genuine demand for continued connection and opportunity to learn—Module 3 was adjusted to make more room for relationship-based learning; and, a Module 4 is now on offer to cohorts that make a business case about specific ongoing learning needs that they would like to address with Cranfield's guidance
- Participant-driven activities (Module 2) are well suited to organisational contexts that are emergent and dynamic and promote skills required in those contexts
- When partners realised that there was a need for greater alignment between hierarchical layers, Exploring Leadership was offered also to the line managers of the target population

The Impact

BG Group and Cranfield both highly value demonstrated business impact of L&D initiatives. In Cranfield's view, impact evaluation is not only a way to monitor the quality of services offered; it is also a way to examine the effectiveness of innovative L&D practices and reinforce learning application in the client organisation.

Early in the design of Exploring Leadership, the partners agreed to make impact evaluation an integral part of Exploring Leadership. They mandated an impact evaluation study that was designed and conducted independently. The study was based on 185 participant responses to open questions and rating items and on semi-structured in-depth interviews with 11 participants.

The impact study found that Exploring Leadership:

- Performed successfully: it was an engaging programme that supported substantial learning
- Resulted in the desired impact: it expanded the capability to lead in a VUCA environment

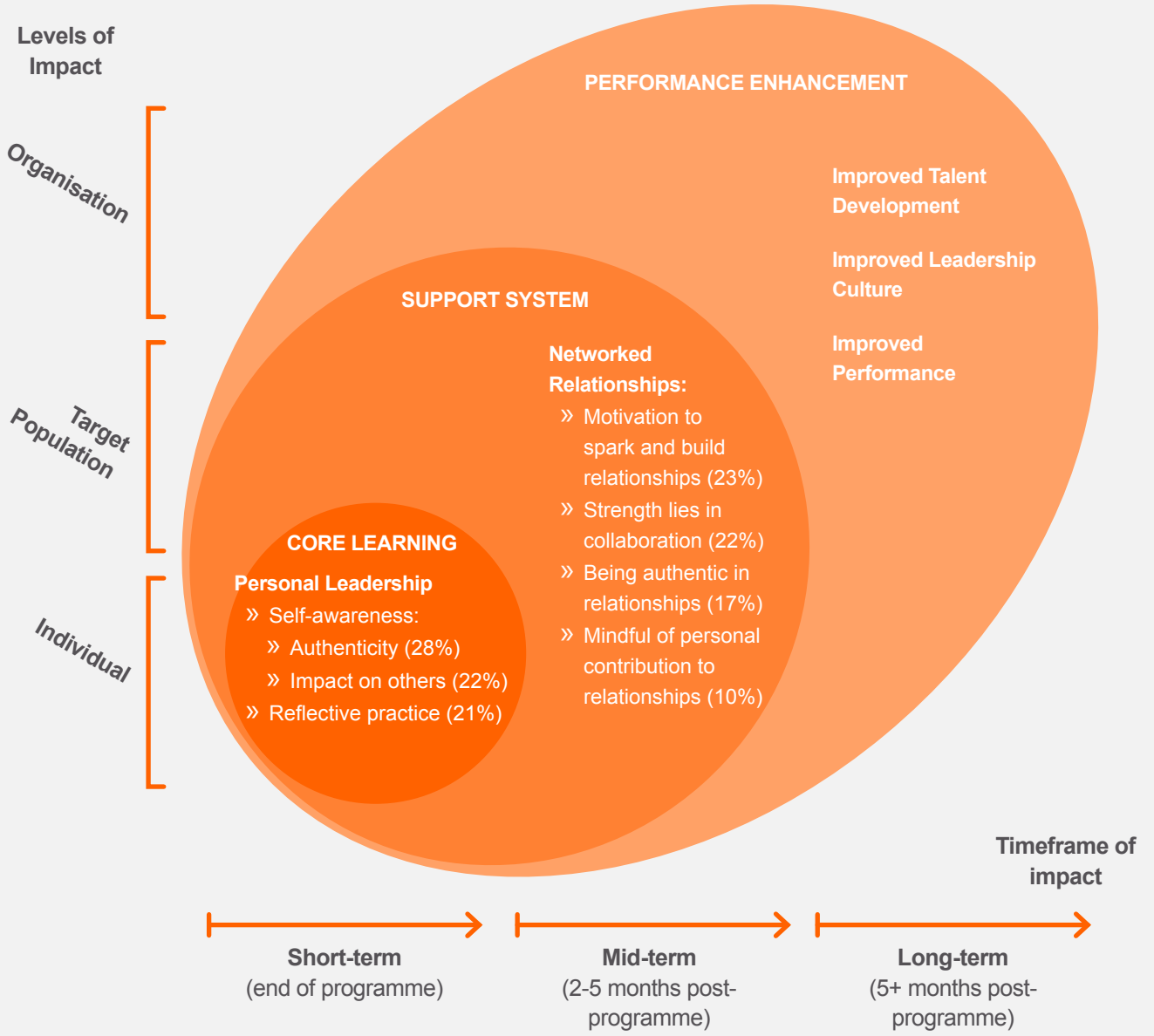
Programme Performance

Overall, the programme was well received. Delegates commented that they found programme activities both engaging and relevant. For specific quotes see appendix 2.2

Programme Impact

The programme facilitated substantial learning in three key areas that feed into the uplift in capability to lead in a VUCA environment:

- At the level of the individual: personal leadership learning
- At the inter-cohort level: networked relationships
- At the organizational level: improved talent development, leadership culture, and performance



Levels and time horizon of learning and impact from Exploring Leadership in Cranfield's framework of impact

Individual-level impact: personal leadership

Four key areas of personal leadership learning emerged as salient from delegates' responses to open questions (percentages represent the proportion of respondents who identified with the themes; N=185):

- Greater awareness of personal values and drivers (28%)
- Greater awareness of impact on others (22%)
- A reflective leadership practice (21%)
- Greater confidence to lead (21%)

Supporting quotes on page 27 of appendix 2

Population-level impact: networked relationships

When asked if anything changed in their approach to developing relationships, participants responded positively (percentages represent the proportion of respondents who identified with the themes; N=185):

- Greater motivation to initiate and develop relationships (23%)
- Seeing similarities and that joining forces helps overcoming challenges (22%)
- Realisation that it is powerful to be authentic in relationships (17%)
- Realisation of the importance of building trust in relationships (10%)
- Increased self-awareness of personal impact on relationships (10%)

Participants are importing back into the organisation a new, strengthened, and more resourceful network of as they consolidate relationships within their cohort and reach out to Exploring Leadership alumni.

Supporting quotes on page 28 of appendix 2

Organisational-level Impact

Exploring Leadership realised business impact by supporting individual participants in identifying a specific commitment for personal change and how to cascade the change to leadership practice. Progress on commitments was reviewed in the confidence of follow-up coaching sessions and through the impact study. In additions, delegates share some of the success stories on an online platform. In-depth interviews helped identify examples of the range of commitments and types of impact. See table 4 in appendix 2.2.

The examples in table 3 page 26 appendix 2 point to the following directions of organisational impact:

- Improved talent development: participants have become personally invested and better able to support and fully develop talent, both their own and the talent of their team members and colleagues
- Improved Leadership Culture: participants feel and demonstrate greater empathy and are better able to motivate, enable, and support
- Improved Performance: participants are identifying initial evidence that their teams are more agile, motivated, and able to deliver more

Table 1: Across iterations, participants rated Exploring Leadership highly

	Average*	Minimum**	Maximum***
Overall value	4.61	4.3	5.0
Networking opportunities	4.65	4.4	4.9
Relevance to role	4.39	4.0	4.7

Ratings on a Likert scale from 1 (poor) to 5 (excellent)
*Average Module 1 ratings across ten cohorts
**Lowest Module 1 rating by a single cohort (cohort average)
***Highest Module 1 rating by a single cohort (cohort average

When asked about the two most helpful activities during the programme, half of the respondents mentioned the Solo and reflection in nature; a third mentioned the coaching; one fifth mentioned the poetry exercise; others highlighted mindfulness practices or the materials on authenticity.

Table 2: Most helpful programme activities

Activity	Percentage of respondents (N=185) who identified the activity as one of two most helpful activities
SOLO	49%
Coaching	29%
Poetry	22%
Mindfulness	15%
Authenticity	10%

In contrast, only a small percentage of respondents thought that:

- The SOLO was not needed or effective (3%)
- Mindfulness practice did not quite work for them (4%)
- The discussion on authenticity could be improved (4%)
- Content on personality drivers was not as insightful (4%)
- Other artistic activities were not as meaningful (2%)

We have built something unique with Cranfield University in Exploring Leadership, a programme that has broken the mould of conventional leadership development and engaged our leaders to confront who they are and how they lead. Our challenge was to co-develop a programme that would equip leaders to adapt and energise our business at a time when safety, cost and delivery have never been more important.

Shell has recently completed one of the biggest deals in our sector's history to buy BG Group and we are in the process of sharing our proudest successes. Exploring Leadership is one of those successes and our leaders who have experienced this programme are the biggest advocates for continuing it within the new combined organisation.

Jon Harris
Executive Vice President, BG Technical, BG Group

Appendices

Appendix 1

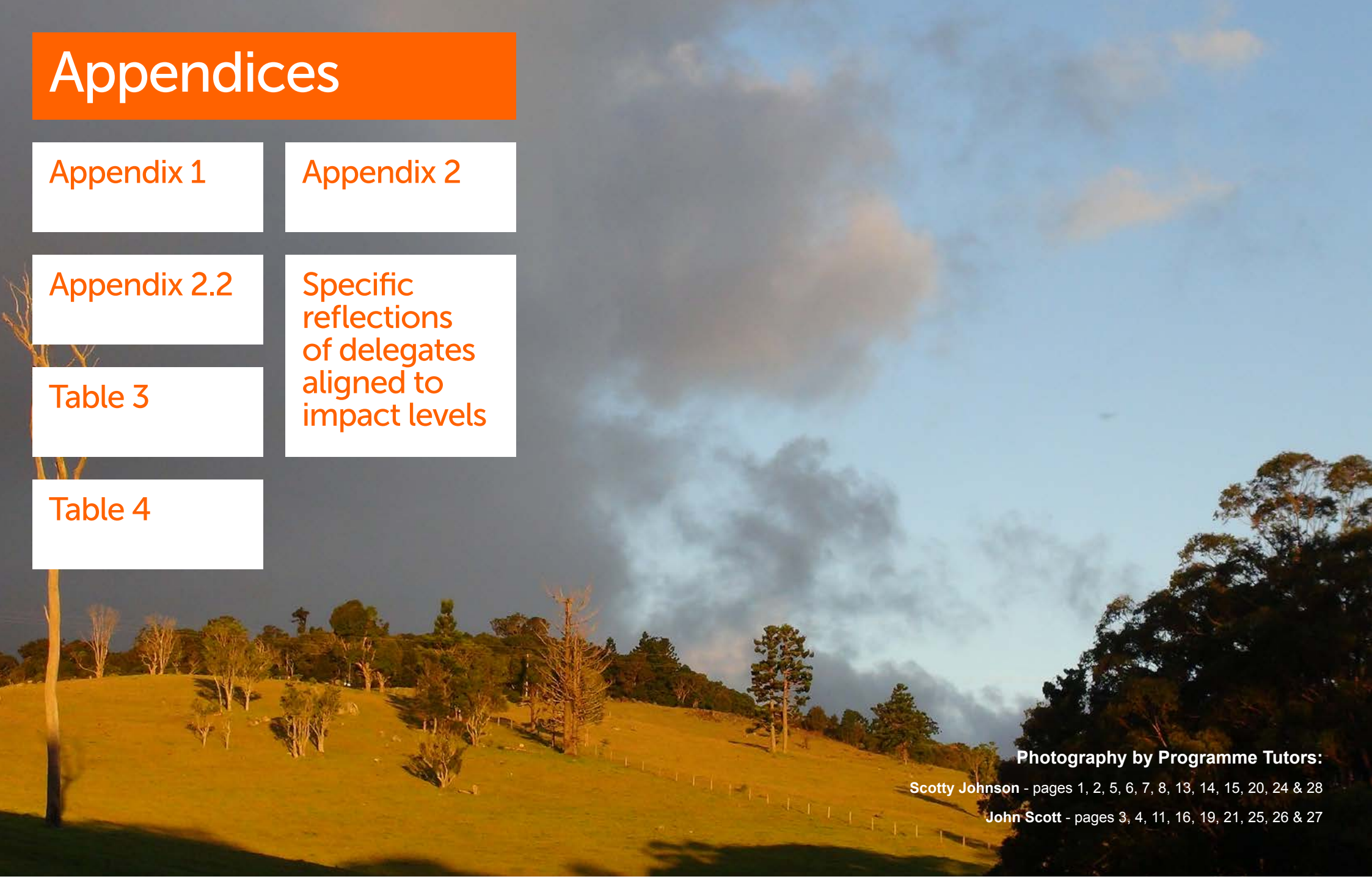
Appendix 2

Appendix 2.2

Specific reflections of delegates aligned to impact levels

Table 3

Table 4



Photography by Programme Tutors:

Scotty Johnson - pages 1, 2, 5, 6, 7, 8, 13, 14, 15, 20, 24 & 28

John Scott - pages 3, 4, 11, 16, 19, 21, 25, 26 & 27

Appendix 1: Locations for delivery & Delivery team on-boarding process

As part of the design and development phase Cranfield scouted numerous locations in the USA, Australia and the UK in search of a venue that allowed the use of the outdoors as a reflective backdrop. After careful deliberation we choose three locations:

- Hightren House in the Yorkshire Dales, UK
- O'Reillys Retreat Lamington National Park, Australia
- Artesian Lakes, Houston: USA

Having access to the great outdoors on our doorstep allowed us to take the learning outside of the classroom and use the landscape as a reflective canvas to run our sessions against. This changed up the learning experience bringing new perspectives to the dialogues we engaged in with the participants.

A requirement was that rather than fly the participants to one central region to attend, the programme would be delivered in three global hubs via three hub delivery teams. This created issues around the sourcing of these teams and consistency of delivery whilst factoring in the distinct context that the participants operate within.

The partnership invested significant effort in finding the right locations and teams to be able to deliver a consistent programme.

The partnership decided to pursue consistency by inviting delivery teams to observe one programme. In addition, programme sessions were filmed and edited down into a resource pack that supplemented module materials, notes provided by the session originators, the diagnostic report and documentation on p rogramme design.

This on-boarding approach on a live module required skilful orchestration to prevent a multitude of observers from having a distracting impact on the experience of programme participants. Our most important principle was that the needs of the delivery teams were subservient to the needs of participants. Although risky, this on-boarding process involving multiple stakeholders was success in that it allowed the delivery teams to get up to speed very quickly, whist not interfering with the needs of the learners.

This undertaking was a first for BG Group in assembling a truly global delivery team and making a complex project scalable in a cost-effective way.

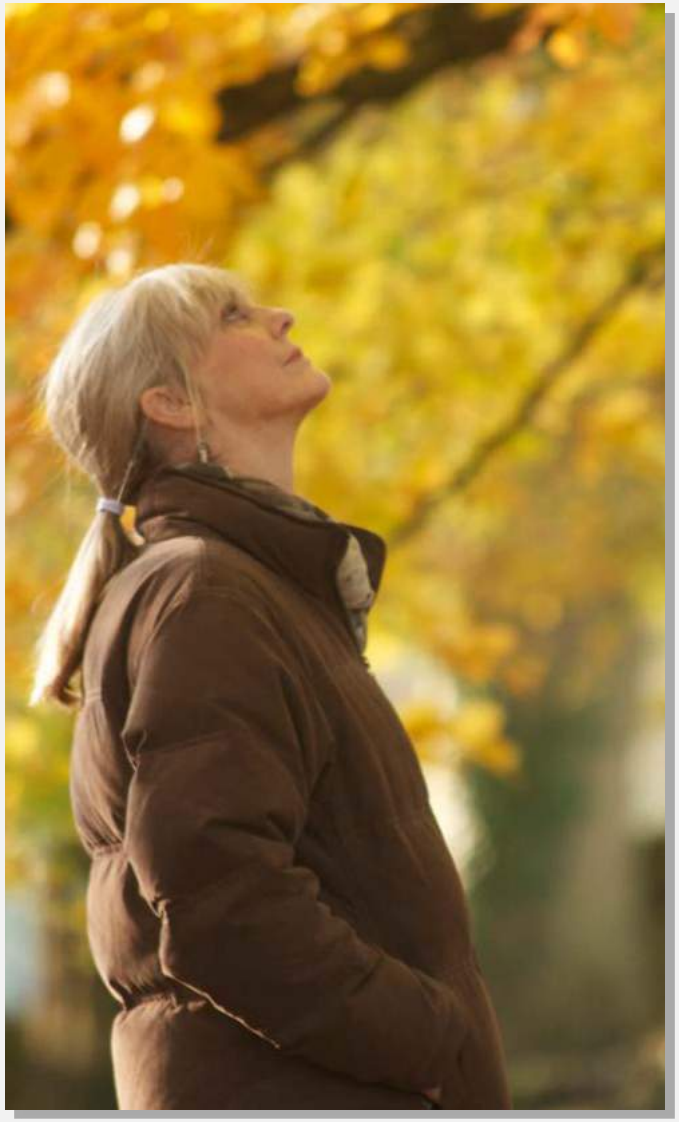
Appendix 2 Stakeholder reflections on the programme

2.1 The partnerships view on impact

At BG Group, members of leadership and management authentically focus attention on impactful learning.

In the past, I have removed programmes that are more entertainment than education but get great feedback from delegates because they are great fun. Fun in learning is a key element but it shouldn't be the only one. A number of programmes expect people to make the correlation between activities and personal development areas by themselves. Often this assumption gives a bad name to using the creative arts or experiential learning and this is unfortunate. These activities definitely can play a great part but they need to be carefully connected to relevant learning outcomes

Craig Darroch
BG Group - Head of Learning and Development



Some of the best programmes work with emergent themes responding to where the individual and cohort are rather than following a tightly scripted set of slides; at the same time, they succeed at delivering capability uplift for the overall target population.

It's extremely difficult to truly measure the ROI of this type of programmes—still, clients want certainty of outcome and we want to monitor the quality of our work.

So we have moved to measuring impact. This has the potential to capture wider notions of value over and above purely financial, and seeks to understand how the intervention has made a difference over various time horizons, from various stakeholder perspectives. The approach we are taking with this programme is one of qualitative study based on thematic analysis.

Mark Threlfall
Executive Development Director – Cranfield CCED

2.2 Personal reflections of delegates

All the personal reflections I had right from day one when I started delving into my leadership journey till the last day when I made some commitments to myself--it has been a truly exhilarating experience. The leadership dimensions of visceral intelligence and the mindfulness have enthralled me. Interactions with the peer group and the bigger group were very candid and I could not think of any such discussions in the past. This itself added lots of value into the way I looked at myself as a leader

Trust was built in the cohort. We were prepared for the physical environment of the Solo. We had some theoretical frameworks. In sum, we were given the physical, emotional, and analytic tools for the Solo

[The Solo] enabled to take my mind in a place where I could think clearly

Three great questions--who am I, where am I going and why am I going there. The snap feeling in me was, what's the big deal in those questions, it's easy to get the answers. And this is true in a normal daily routine: I would have answered these questions just like that. But what made the difference that led to a profound thought process was the Solo

[The Solo] was time on my own: charging batteries, inspiring views, pleasant, nature, skies and thoughts. No interruptions, quality time for myself. Realization that I need to make time to reflect on what I am doing and how I am impacting people. And as a leader, what do I want to be remembered for?

Table 3: Examples of commitments and impact

Type of personal commitment	Examples of changes in leadership practice	Examples of impact
Demonstrating greater empathy	One-to-one conversations to understand team's needs in the face of acquisition	Coached a team member who was able to accept circumstance and focus on opportunities rather than threats
	Site-wide event to respond to staff's need for inclusion	High turnout and feedback about improvement in morale; opened two-way communication with new GM
	'Behaviour intervention': asked team to be called out when reverting to behaviours that are stressful and counterproductive for the team	Feedback that behaviour is changing
Enabling and supporting others	Initiated new conversations with team and able to show vulnerability	Feedback that team is better able to perform
	Expressing appreciation for others' achievements /contributions	Able to coach a colleague who was able to recover motivation and return to high performance
	Giving team greater authority, support, and incentives; prioritising high value efforts and activities;	Team more agile, collaborative, timely, motivated, and cost effective; increased delivery
Maintaining a reflective routine	Self-monitoring unhelpful behaviours	Retention of a team member because of improved team climate; requests to help others through coaching and mentoring
Championing a constructive/respectful style of leadership	Leading team in collaboratively crafting charter of encouraged behaviours	Feedback about more transparent, respectful, and reliable team communications

Specific reflections of delegates aligned to impact levels

INDIVIDUAL-LEVEL IMPACT

Awareness of personal values and drivers

"Being more clear on what my values are means I am sure to work in things where there is high degree of alignment […] An organisation where stated values are aligned with values of their leaders is a more effective organisation. I can be a more mindful leader, purposeful and proactive about how I engage with people. A lot of noise can be taken out of the system when everyone is more focussed"

Awareness of individual impact on others

"[As a leader] you can't just keep pushing, you have to learn to take a pause, appreciate what happened and be mindful with those you connect with"

A reflective leadership practice

"This is about thinking –what are the connections in my mind that help me be at my best? As well as knowing when the reverse happens"

"It has been more than 10 days but still the reflections I had linger in me […]. The journal was a great idea, it is becoming one of the books that I keep going back very often. As the saying goes, the more we see the more we are able to see; I am able to now reflect in greater depth on my daily activities and interactions"

Greater confidence to lead

"I need to develop leadership in current role. Management is no longer enough"

"I was feeling overwhelmed by the situation and the challenge. I came back calm and took on the challenge very positively and embraced it"

Anonymous quotes from the impact study

Specific reflections of delegates aligned to impact levels

POPULATION-LEVEL IMPACT—NETWORKED RELATIONSHIPS

"There was a change in strength and closeness of relationships with peers […]. Now there is a new element of inquiry of a collaborative nature. It is solution-focussed and there is confidence in commonality of goals and aspirations and values despite differences"

"I feel I could reach out to anyone for help"

"If I needed to talk to someone who had done the programme I am confident that I would get their time and full consideration"

"[The change was] going from transactional/ superficial to forming a high degree of trust. Some individuals [whom] I got to know very well, [there is] real support there now. It made conversations readier and easier"

"More than networking, it was an opportunity to learn that I am not alone"

"I noticed two people at my site, both went on the course, they now work more closely together. They have a shared language. There is potential for amazing teams"

"[I have a better] Ability to work through my networking to add value to our organisation. In fact, some of the network I have built now has helped the organisation to clearly navigate through some of the [present] challenges"

Anonymous quotes from the impact study

TALENT DEVELOPMENT

"I recently had the chance to help out by attending a career orientation event where I addressed questions. I felt some people were potentially demotivated not seeing their place in the business from where they stood. They could not see a direction. I was also asked by another person in my coaching set if I could have a chat with somebody in their team about career development. By having some of their questions answered, I feel, some of these people were better able see a path to pursue for their career development. I was happy to help with that"

"Talent is retained as people grow insight and confidence to pursue internal career paths that they had not considered. Well-rounded leaders result from self-aware, fulfilled and balanced individuals. This is why it is important to someone who can be trusted for this type of conversations on your career development"

Anonymous quotes from the impact study

Table 4: Examples of Impact

I*	Personal shift	Leadership shift	Leadership action/s	Observed impact
I1	Confidence to lead: Was feeling overwhelmed by a significant new challenge and transitioned to positive about conquering the challenge	Greater empathy: Better able to see and understand needs of people in the specific situation	E.g., organised a site-wide event dedicated to employees	- High turnout at event - Feedback that event "exorcised negativity", signalled that people are important, and opened two-way communication
I2	Self-awareness—Impact on others: Highly self-critical, can come across as overly critical and intimidating	Commitment: Champion and promote a constructive style of leadership	- Frank with team about this learning - Now weekly meetings with reports - Leading team in collaborative crafting a charter of encouraged behaviours	- More transparent team communications - Intended impact (charter not yet launched): a reliably respectful and collaborative climate
I3	Self-awareness—Impact on others: Driven, "high speed", and "on a mission", can come across as micro-managing/ pressurising	Commitment: Become a supportive, if still engaging, leader	- Now giving team greater authority, support, and incentives - Prioritising real high value efforts and activities	- Team more agile, collaborative, timely, and cost effective; increased delivery; - People report feel empowered, supported, and motivated
I4	Self-awareness—Impact on others: Was not processing certain negative emotions and found it hard to be fully available to others	Greater empathy: Better able to see and understand individual needs	- Engaged in one-to-one conversations about current challenges	E.g., coached a team member who was overly anxious about the acquisition and was then able to accept circumstance and focus on opportunities
I5	Self-awareness—Authenticity: Realisation of passion for developing people	Intentionally engaging in supporting and developing people	- Expressing appreciation for achievements of/contributions by others - Contributing more in areas of strength - Offering help where needed	- E.g., coached a colleague who was able to recover motivation and return to high performance - Own performance improved, welcomed a new position with more people responsibilities
I6	Self-awareness—Authenticity: Moving past a difficult experience and becoming more present with others	Greater empathy: emotionally more available to understand/ help others	- Able to engage and challenge while being compassionate and helpful	- E.g. successfully coached a team member through an uncertain career transition - Feedback from team: more willing to factor in what is important to other people

Table 4: Examples of Impact continued

I7	Self-awareness—Authenticity: Understanding self and understanding others better	Greater empathy and broader (time horizon, cross-functional) perspective	Demonstrating heightened interest in/ understanding of the emotional wellbeing of team members	- Helping people to function well in the right role, utlise their skills, and fully develop - E.g. coached an increasingly isolated team member in developing a new trajectory - Own motivation and commitment strengthened (work is now more rewarding)
I8	Self-awareness—Authenticity and Impact on others; Follow what feels authentically meaningful versus the 'should vs should not', realized own passion for developing people	Commitment: Intentionally seek to have a positive impact on others and mitigate negative impact	Actively involved in supporting people development through mentoring, volunteering for graduate development week, engaging in discussing topics of career/professional development	- Feedback on having been instrumental in orienting career and professional development choices within the business and on helped considerations on how to productively balance work and personal life
I9	Self-awareness—Impact on others: Highly driven, can come across as overly pressurising	Commitment: Enabling rather than putting pressure directly or indirectly	Initiated new conversations with team members, able to show vulnerability and identify ways to enable team	Positive feedback from team members, who appreciate the change and feel better able to perform
I10	Self-awareness—Impact on others: Driven to perform to high standards in time efficient ways, can come across as pressurising and micro-managing	Greater empathy: Heightened awareness of what might hold people back from flourishing Commitment: being responsive rather than reactive when under stress	- Frank with team about this learning - Contracted 'behaviour intervention' with team: will be called out when seen to revert to old behaviours	Feedback about being more mindful of impact on others and more focussed and deliberate about changing
I11	Self-awareness—Impact on others: Highly driven to perform, can come across as not giving team enough space to operate Self-awareness—Authenticity: Taking in own values and the realisation of what underpins them	Commitment: Delegating and enabling the team to perform and develop	Having understood underlying beliefs, now able to observe and catch self when reverting to old behaviours	- Positive feedback from team - Retention of a team member based on improved team climate - Requests to help others through coaching and mentoring - Feels headspace is clearer and better able to balance work and personal life

*'I' stands for 'Interviewee'. To preserve anonymity, interviewees are identified with a number