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LEADERS AS TEACHERS #M104, JUNE 2, 2008

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LEARNING OBJECTIVES:

- **Increase the use of Leaders as Teachers in your organization.**
- **Implement a variety of supporting mechanisms in your organization to ensure the sustainability of Leaders as Teachers.**
- **Align Learning and Development with organization's strategic objective through Leaders as Teachers.**

M104 – Leaders as Teachers

Becton, Dickinson and Company

BD is a leading global medical technology company that manufactures and sells medical devices to help people lead healthy lives. BD is focused on improving drug therapy, enhancing the quality and speed of diagnosing infectious diseases and advancing research and the discovery of new drugs and vaccines. Founded in 1897 and headquartered in Franklin Lakes, New Jersey. BD employs 28,000 people in 50 countries around the world. The company serves healthcare institutions, life services, researchers, clinical laboratories, industry and the general public.

BD University

BD University (BDU) is our principal company wide learning process for strengthening the skills and knowledge of BD associates. The curriculum and services of the University are closely aligned with BD' s strategic objectives and focus on Leadership Development, Business Acumen, Operational Effectiveness, Career Development and Sales Effectiveness. Our systematic "Leaders as Teachers" approach enables us to have an average of 12,000 associates a year participate in BDU globally in 400 programs with a lean central infrastructure.

M104 – Leaders as Teachers

LEADERS AS TEACHERS AT BD

BD University (BDU) develops a practical strategy for recruiting and engaging leaders as teachers: 1) offer flexible options for teaching involvement to accommodate the time and skill constraints of busy executives, 2) create “safe teaching environments” where senior and mid-level leaders can freely engage in teaching without the risk or fear of failure, 3) recognize the efforts of leader-teachers by helping increase their profile with top management, 4) recruit only those leaders who demonstrate a natural advocacy for teaching, learning, and people development, and 5) add tremendous learning opportunities for BD associates and other leaders by serving as 90% of the faculty for live BDU programs. Beyond instructional benefits, BDU finds that its approach to engaging leaders in the classroom strengthens the coaching capabilities of leaders beyond the classroom.

WHY LEADERS AS TEACHERS?

WHAT WE LEARNED FROM BERNARD HALDANE

- Strengthen identification/utilization
- Why people are willing to help and advise others

WHAT WE LEARNED FROM JIM WALDROOP AND TIM BUTLER

- Deeply Embedded Life Interests
Job Sculpting
(HBR, September 1999, “Job Sculpting: The Art of Retaining Your Best People”)

WHAT WE LEARNED FROM NOEL TICHY

- Teaching and Learning Organizations
- Best Leaders are Teachers
- Teachable Points of View

WHAT WE LEARNED FROM JOHN KOTTER

- Critical steps in change leadership model
- Importance of engaging Hearts and Heads

M104 – Leaders as Teachers

WHAT WE'VE LEARNED FROM EXPERIENCE

- Support and involvement of CEO and other senior executives is critical.
 - Teach
 - Talk about it
 - Write about it
- Large scale organizational and cultural change requires methodical discipline (using Kotters Eight Steps).
- Go to the Light.

MAKE IT ENGAGING AND REWARDING

- Make it about their passion. Assign faculty based on strengths, experiences and interests.
- Make it simple and administratively hassle-free.
- Make it safe. Provide trainer certification and skills training. Take a team teaching approach.

M104 – Leaders as Teachers

MAKE IT REWARDING

- Facilitate Personal Growth – Leaders learn when they teach. They are better able to apply the concepts they teach.
- Create Communities of Practice – Leaders who teach the same subjects share and swap techniques and lessons learned from them teaching.
- Link to HR Planning – The format in the succession planning process led by the CEO asks a specific question on contributions by Leaders as Teachers in BDU.
- Recognize and Celebrate – Organize various social ways to recognize teaching contributions and give a token gift.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD

In 2000, BD celebrated its 103rd birthday. The year began with our new CEO, Edward J. Ludwig assuming office in a carefully planned succession. Ed Ludwig became CEO when Ed's predecessor, Clateo Castellini, retired at the end of 1999. In January 2000, BD was, as it remains today, a proud medical technology, company. BD is steeped in a rich history of progressive business growth, and is also known as a concerned and generous corporate citizen. In 2000, BD also maintained its tradition as a company with a strong values system whose associates joined the company and typically stayed for a long time. Despite this backdrop, our company was, however, facing difficult, uncertain times.

Like many other companies, BD found itself competing in an external environment that looked very different from the global healthcare world that it had help shape during the previous century. Markets and regulations were changing quickly, as were customer buying patterns. Our historically strong BD brands were only able to partially fulfill what would have to be a stronger product portfolio to fuel the growth that our shareholders, Wall Street and our own leaders and associates expected. During 2000, our stock had dropped significantly following results that had not met analyst's expectations. Such was the challenge faced by Ed Ludwig our new CEO and his leadership team (BDLT). There was much work to be done.

There was also much from which to build. A century of growth was a function of great dedication by the approximately 25,000 current BD leaders and associates throughout the world and the many thousands who preceded us. That dedication and work ethic has never waned and remains embedded today in the fiber of our company. This is also true of our strong values system. During the 1990's, a worldwide process that confirmed our BD values was facilitated by BD leaders and high-potential associates involving input from every corner of the BD world. This work distilled BD's rich past and projected future into four values that every BD associate today understands, and by which we are expected to live at work. The crystallization of these values came from deeply examining how our people interacted and worked over the past century. This information was then blended with a look towards the challenges of the future. BD's four values are:

- >We accept personal responsibility
- >We treat each other with respect
- >We always seek to improve
- >We do what is right

As BD moved through 2000, the good news was that our committed, creative associates and leaders-- combined with a strong corporate work ethic, a rock solid value system, and a century of incremental growth through products that make difference in human health--were the building blocks for entering the new century. However, as is so often the case, a company's habits and history are simultaneously its blessings and its curse. Habits serve organizations, as they do individuals, by making things familiar and usually easier than they would otherwise be. There's an expression **that "gravity never has a bad day."** **Left unchecked, organizational habits will gravitate to a comfortable steady state that rarely leads to excellence. These same organizational habits and ways of working are also hard to change, whether or not they serve you well.**

The new century would call for BD to do what author Jim Collins referred to in *'Built to Last'* as preserving the core while stimulating progress. We would have to use the best of our past ways of working--, our existing habits--while forming new and better ways to get things done. As a company, we would need to challenge ourselves to change significantly. Essentially, to defy "organization gravity". We would need to change those ways of working that were inefficient and burdens to our progress. As we entered this new century we would be tested. The ability to learn and demonstrate many new and different capabilities would be required of all our leaders and associates. These fundamental changes in our company would need to take place within a world and competitive environment that was more complex and more challenging than we had ever experienced.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

With this realization, a clear vision and a new leadership platform for the next decade became paramount. New products and marketing platforms had to be developed and successfully launched. Our manufacturing and transactional work processes would need to become much more efficient, lean and capable of continuous improvement. New skills, knowledge, much greater speed and personal and organizational agility had become essential. In cases we were ready and in other cases we were not.

Several examples will help illustrate the challenge we faced four years ago. Each example below provides insight into the enormously important, complex and rapidly changing talent management demands on our company, whether in new work processes and products, expanded regional growth, emerging technologies or many other growth areas.

BD leadership committed itself to the global, enterprise-wide Genesis project. This consisted of the design, installation and adoption of new SAP-based information and work systems that would link businesses, regions, functions and processes in our company like never before. Among other challenges, this also meant that we were essentially re-inventing our supply and value chain processes. We chose to become a process-oriented organization to complement our business, regional and functional organizational structure. This had tremendous implications for our workforce around the world and involved unprecedented resource, talent, and skill demands within our company. During this same time, BD would pioneer the use of a new generation of medical devices designed to significantly decrease both patient and healthcare worker's risk of injury and disease when using injectable products and surgical sharps.

During this period we were also discovering, developing and bringing to market a generation of diagnostic instruments and devices that serve the fields of infectious disease, immunology, endocrinology and oncology. Essentially, we were involved or preparing to be involved in breakthrough or potentially breakthrough technologies in all three of our worldwide business segments.

Advances and future success in medical devices, human diagnostics, the biotechnologies and life sciences are dependent, on many factors. **There remains today one common denominator for all of our growth initiatives: the capability of our associates and leaders.** This is true in general management, R&D, manufacturing, supply chain, finance, marketing, sales... all of our professional areas. We realized that our growth strategies and our many other challenges would require BD associates at all levels from the factory floor to our senior leaders-- to develop new skills, abilities and talents in order to take us in these new and different directions. We needed to be faster, smarter and more flexible to be successful. The ability of everyone to continuously learn had become a foundational skill for achieving our future goals.

Most importantly, we recognized that we would need better and more consistently effective leadership. Our approaches to talent management were not adequate. Our performance management, recruiting, total compensation, new leader assimilation and clearly, our learning and development processes, all needed improvement, rebuilding or even re-inventing. From a learning and training historical perspective, BD had a number of fine examples of programs over the years. But we were an organization that had inconsistent learning and training practices that frequently lacked sustainability and were often subject to the ebbs and flows of annual business performance. We also lacked in sharing of effective programs or approaches across business or geographic boundaries. This problem has organizational, structural and cultural roots. By 2000, there were very few tangible remains of the learning and training investments made over the years. Certainly learning and development did not comprise an effective and institutionalized part of BD, nor could we leverage them to address our many challenges.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

The Journey, the Three Greats, and the Three Strategies are Established

Faced with these tremendous challenges and opportunities, in 2000 Ed Ludwig and the BDLT formulated the concept of BD's "Journey to Become a Great Company" and the "Three Greats". Today, every BD associate from Europe to Japan, from Singapore to Brazil, from Mexico City to our corporate headquarters in Franklin Lakes, NJ, in the United States, understands our definition of what comprises a great company:

- > Great Performance
- >Great Contributions to Society
- >Great Place to Work.

Another key piece of our blueprint into the future involved the formulation of BD's three growth strategies. During 2001, the BDLT developed and began to communicate our three-part corporate growth strategy:

1. Accelerate top line growth through innovation, and development of higher value products for patients and the customers we serve
2. Improve bottom line growth by improving operational effectiveness
3. Strengthen organizational leadership and associate capabilities

Our BD Values, the "Three Greats"and BD's Three Growth Strategies were core building blocks, for the future. Together with our corporate purpose of "Helping All People to Live Healthy Lives," these building blocks have become our fundamental blueprint for moving forward as a company. They are the company's platform, path and vision to our future. Everything we do to grow our company contributes to at least one combination of the "Three Greats" and strengthens our ability to execute our three strategies. Today, BD is a much stronger company. As a result sales are record at highs. Profitability is strong, our work processes are measurably stronger, and we have an enterprise- wide integrated information data system for the first time in our company's history. Our stock is over 80% higher than it was at various points in 2000. A key part of this improved corporate performance has taken place under the leadership of Jean-Marc Dageville, our WW Vice President of Human Resources in the form of greatly improved HR and talent management systems and processes. Day by day, our organizational and leadership capability strengthens.

Leaders as Teachers: One Key Element of Building Organizational, Leadership and Associate Capability at BD

As part of our blueprint for the future, we concluded that in order to achieve our growth goals and strategies, another key part of the puzzle had to be solved. We would have to become both a learning and a teaching organization. Shortly after I was asked to lead the effort that subsequently would become BD University (BDU), I made the recommendation that our primary delivery strategy for live, face-to-face learning be that of BD leaders and associates teaching other leaders and associates. Although we did not have a precise plan at that time of how we would go from an organization with an inconsistent learning and development history to a state-of-the-art teaching organization with leaders serving as teachers, Ed Ludwig and the BD Leadership team supported the strategic, directional recommendation to do so. As we began to build BDU, those of us directly involved in figuring out how to actually become a teaching organization committed ourselves to bringing this concept to reality.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

There were several reasons why we believed the approach of leaders serving as teachers was the right one for BD and they will be explained further below. However, one of the thought leaders whose writings influenced us greatly was Noel Tichy, author of *"The Leadership Engine"* and later the *"Cycle of Leadership"* who wrote:

"We have looked at winning companies--those that consistently outperform competitors and reward shareholders and found that they've moved beyond being learning organizations to become teaching organizations... That's because teaching organizations are more agile, come up with better strategies, and are able to implement them more effectively... Teaching organizations do share with learning organizations the goal that everyone continually acquire new knowledge and skills. But to do that they add the more critical goal that everyone pass their learning on to others... In a teaching organization, leaders benefit just by preparing to teach others. Because the teachers are people with hands- on experience within the organization—rather than outside consultants—the people being taught learn relevant, immediately useful concepts and skills. Teaching organizations are better able to achieve success and maintain it because their constant focus is on developing people to become leaders."

- T&D The Teaching Organization

BDU and Leaders as Teachers Today

The BDU concept began to form in December 1999 and three months later, the first live BDU program was conducted. In its first four years 10,000 BDU seats have been filled in live programs offered around the world. Approximately 450 BD leaders have been certified to teach in programs in one or more BDU programs in either our **Leadership, Business Skills/Operational Effectiveness, Career Development or Sales Colleges**. Additionally, many other leaders and associates are preparing to teach. Virtually every member of the BD Leadership Team teaches in all or parts of BDU programs. In addition, many other leaders and associates teach in programs, or in less formal settings that are not actually part of BDU, such as those with high technical or strong functionally specific content. Of vital importance, we have seen a major shift in the number of leaders who now think of themselves as leader/coaches and who are coaching and teaching everyday, as evidence by their own words:

"BDU has quickly evolved into the primary learning opportunity in our company. It brings a unique approach that can effectively educate the BD associate on the company's key leadership and management expectations-dealing directly with the behaviors and the performance factors that create successful careers. At the same time, each participant is immersed in a learning space that also focuses on his or her individual strengths and opportunities for personal improvement. If you actively participate, and BDU is participative learning, you will leave the session with a clear idea of what it takes at BD to do well, and a full set of ideas on how you can get there. Our associates now recognize this, and as a leader/teacher, this creates a high energy engagement process and a very positive way to partner in the personal development of others..."-Bill Kozy(President, BD Diagnostics)

"I have had the opportunity to participate in three sessions of BD's Leadership Development Program as a Teacher. I can personally attest that the participants gain significantly from having senior leaders in the company participate as teachers. Among the benefits to the participants are the opportunity to get to know their leaders in a more personal way, the ability to learn how leadership development principles can be applied in a manner consistent with the company's culture, and the gaining of insight regarding the company's current priorities and future plans. I would also say that an even more meaningful benefit is that when leaders participate as teachers, and join our leadership development courses for a full three days, it makes the participants feel important and appreciated. Many are surprised that our highest-level (and often busiest) executives would literally stop their other activities to devote so much time to associate development. Personally, I have also gained from these sessions, in large part based on the opportunity to get to know many of our associates in a deeper manner than would occur in the normal business environment. It also enabled me to gain insight on people who might have significant future

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

leadership potential, and provided a means to sense the 'pulse' of the organization at the time the development sessions were being held. The company benefits in many ways, not the least of which is the opportunity to 'humanize' our senior leaders and establish a more direct connection between people at different levels of the organization. The company also greatly benefits from the direct transference of knowledge and insight regarding the company's culture and business priorities. In addition, this approach allows for an educational experience that is highly pertinent and directly based on the goals the organization is working to achieve. It clearly overcomes the tendency for classroom style instruction to be theoretical rather than practical."... Gary Cohen (President, BD Medical)

"I'm often asked why I dedicate three full weeks a year to BD University, particularly the Leadership Development Program. Europe is a growing and exciting region. We have over 5,000 associates engaged in helping us become a 'Great Company', stretching from the Nordic Countries down to Africa and from the UK across to the Middle East. Developing and growing talent, let alone communicating and implementing our strategy, in such a diverse and multicultural region can be a formidable challenge. I find the opportunity to bring associates together from different countries, disciplines and at different developmental stages of their career in a focused Leadership developmental program to be very effective catalyst. The individual interaction around learning and development is a very powerful and motivational mechanism to grow our key people. It's also a two way learning process for me, and provides a unique opportunity to sense the future potential for Leadership roles."... John Hanson (President, BD Europe)

Why do 450 Leaders (growing quickly!) serve as teachers?

"No one receives more than the giver. In the BDU faculty role my colleague-students have taught me volumes about how to become a better team member and leader."... Ed Gillen, (Vice President, Advanced Drug Delivery, BD Medical)

When we began to determine how we would create and build BDU we took the advice in Jim Collins' excellent book, "Good to Great." One of Collins' principles is First Who, then What. It was clear to us that determining "who" should teach would need to be one of our first steps in establishing BD University. Very early in the process we set our sights on having BD Leaders and key associates as our primary facilitators and teachers. Some of the reasons for this included:

We felt that teaching in one of our four colleges within BDU would improve the leadership practices of those teaching. Because the programs deal with BD Strategy, content and topics, leader/teachers and participants become more familiar with BD issues in ways that would not otherwise occur.

When leaders prepare to teach, an increased self-awareness takes place. Self-awareness is the basis of self-improvement. When leaders teach, they will frequently be involved in topics related to corporate, business or regional strategy, career and leadership development of themselves and others. Their increased attention to these areas often helps leaders to apply what they know and what they teach to their own areas of responsibility. Said simply, this practice helps us solve business problems.

By co-teaching with others, and essentially all BDU programs are co-facilitated, leaders come in contact with other leaders in ways that would not naturally occur. This internal networking frequently helps in sourcing help and expertise when dealing with "real work" outside the classroom.

Teaching provides a natural forum to work on our talent management and development challenges. "I feel that the managers in my organization are developing and strengthening their management skills through BDU. They are also becoming better coaches and mentors. As for myself as a teacher, I am enjoying having this venue to pass along the experience that I have gained over the past 26 years at BD..." Frank Guido, (Vice President, US Medical Surgical, BD Medical)

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

We believed that we could establish a comprehensive global leaders as teachers process, because of certain principles we embraced from the applied behavioral and organizational sciences. The work of several thought leaders especially influenced us, including: Bernard Haldane, Noel Tichy, Jim Waldroop, Tim Butler and John Kotter.

Bernard Haldane was a behavioral scientist and a pioneer in the field of career development, career transition and job search. Haldane was employed by the U.S. government in the 1940's to help soldiers returning from WWII transition into new careers. In his work, Haldane developed breakthrough approaches in the area of personal strengths identification and utilization. Haldane also determined why people are willing to go out of their way to help and advise others when they are seeking advice. In so doing, Haldane crystallized the fundamentals of much of today's methods of job search, networking and the field of career management. At the heart of all of his work was the belief that people will share their expertise and help others for two primary and universal reasons. First, that most people are good-willed and wish to help others, including in their careers. The second reason is that most people are flattered and their own sense of self is enhanced when asked to share their expertise and experience with others. We believed that these principles were, in fact, universal and could be applied if we asked leaders to teach or learn to teach in BD University. Our confidence in these two principles has been rewarded hundreds of times over as we have implemented our BDU leaders/teachers recruiting strategy. But these principles alone would not be sufficient. We would also have to draw on others' insights as well.

Tichy is a professor of organizational behavior and human resource management at the University of Michigan and one of today's most influential organizational leadership consultants. Tichy has produced seminal work on the importance and nature of teaching organizations in a number of texts and articles including a T+D classic *The Teaching Organization* in March of 2000. His work in books such as *The Leadership Engine* and *The Cycle of Leadership* helped us to create the conceptual frameworks from which our leaders as teachers approach could be explained and justified to BD's senior leaders. From Tichy's work we also learned about the importance of "leadership teachable points of view." Tichy's notion is that leaders have strongly held beliefs about many important topics essential to business and leadership success. Tichy says that leaders need to be prepared to communicate these points of view in believable ways through both word and action. In our BDU programs we encourage our leaders to do just that.

Jim Waldroop and Tim Butler are social scientists and psychologists specializing in career development. Both have roots at Harvard University where they served as Co-Directors of the Career Development Center of the Harvard Business School. Tim Butler has remained in that role. Currently, Butler and Waldroop team as consultants in the areas of career assessment and development we learned about Deeply Embedded Life Interests from Waldroop and Butler. We then applied what we learned in a way that reinforced our belief that 'If we build it (the BDU leaders as teachers approach), they will come, much as fans came to a newly built baseball field in the movie *Field of Dreams*. We believed a substantial number of leaders and associates would come to teach, in part, because of what we now refer to throughout BD as "DELIS" or Deeply Embedded Life Interests.

Waldroop and Butler wrote about DELIS - naturally occurring and emotionally driven passions – in their article "Job Sculpting: The Art of Retaining Your Best People." (Harvard Business Review, September-October 1999). The authors outlined eight fundamental DELIS that typically occur in different combinations and with different levels of intensity in individuals who choose to work in businesses and certain other types of organizations. Waldroop and Butler describe DELIS in the following way:

"Think of a deeply embedded life interest as a geothermal pool of superheated water. It will rise to the surface in one place as a hot spring and in another as a geyser. But beneath the surface- at the core of the individual- the pool is constantly bubbling. Deeply embedded life interests always seem to find expression, even if a person has to change jobs – or careers for that to happen."

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

We found that many BD Leaders have pent up energy to teach, facilitate, coach and serve as role models. This desire to teach related to one or likely several of their DELI's. BDU became a natural venue for expressing leaders' teachable points of view and to utilize their "geothermal" energy to teach. When we built BDU, in part upon the leaders as teachers concept, hundreds of leaders found a viable outlet in BD, thanks in large part to what we learned from Bernard Haldane, Noel Tichy, Jim Waldroop and Tim Butler.

The writings of John Kotter, former Professor at Harvard University, have also impacted our overall approach to building, executing and sustaining the leaders as teachers approach. In *"Leading Change"* and the *"Heart of Change"*, Kotter describes eight classic mistakes and eight immutable steps in effectively implementing organizational planned change. Kotter's principles have helped us in many ways, but especially in the areas of building support and guiding coalitions, gaining early wins and creating a sense of urgency. Kotter's admonitions of not declaring victory too early continue to ring true for us.

Guidance and support from Ed Ludwig and his Leadership Team's from the first discussions about the formation of BDU through today, have been essential to any success we have experienced to date. Their continued direct involvement and counsel have ensured strategic and goal alignment, provided a constant flow of their own leadership points of view and helped us stay at sea level in terms of keeping our programs practical and reality based. Nothing speaks with greater volume and impact than having members of our own corporate leadership team, the Chairman/CEO, the worldwide business Presidents, the CFO, General Counsel, Regional Presidents and each of our global functional and process Leaders directly involved in different BDU programs. Noel Caffrey, BDU Regional Director in Europe, describes it this way.

"Our policy of leaders as teachers not only captures the experience and knowledge of our leaders in BDU programs, but it also critically creates a platform which allows leaders to demonstrate real and visible support for the work. It's the old story: If the boss says and acts as if its important ..."

Ways in which Leaders Teach

There are dozens of ways we involve leaders as teachers. While most of these ideas have come from our team at our corporate headquarters and our World Wide BDU Core Team, just as importantly, ideas have come from leaders and associates throughout the company. Here are some examples:

•Co-teaching the primary parts of a program –(teachers rarely teach alone)

- Lunchtime speakers around theme of program
- Teaching "The BD Orthodoxy" (e.g., values, "Three Greats)
- Speaking and teaching about "Personal Leadership Point(s) of View"
- Facilitating peer coaching/peer teaching
- Leaders coaching participants in programs
- Teach/coach "off-line" during programs (informal "teaching moments" during breaks, meals, social time)
- Leaders being interviewed by another facilitator or group on a topic(s)
- Real-time facilitation/commentary or coaching of implementation/ action plans as they are described in small or large group settings by participants
- Facilitating or speaking at "town meetings" during sessions
- Tackling tough "parking lot" issues in class
- Teaching by "schmoozing" during a program (getting a message across by informally interacting and building relationships)
- Using media such as pre-taping video-conferencing, or other electronic means to communicate key messages, examples, and so forth.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

Pre and Post Program Trainer Preparation, Development and Follow-Through

“The Challenge for most of our associates is the willingness to take a risk and teach others, some for the very first time. They soon learn that it is much harder than they thought! The most helpful and affirming response from the University’s perspective is to ensure that leaders as teacher are supported. We do this through a variety of ways: providing train the trainer sessions for each class, partnering inexperienced individuals with more experienced ones, pre-training planning meetings with co-trainers to clarify roles and debriefing sessions after each class, to provide suggestions and improvements. The reinforcement makes a difference in their continued participation.”
Sharyn Mosca, (Sr. Business Partner Leadership & Development, BDU)

Here are some principles:

- Involve leaders in program design teams and subsequent teaching teams
- Co-lead the development of a new program or to update a program
- Serve as subject matter experts working as resources for a live, virtual and/or global design or teaching team
- Serve as sounding boards and feedback providers for continuous program improvement efforts of programs
- Advise on selection of vendors then teach in “In-Licensed” programs.
- Participate in new program Development “Shake Downs” A BDU shakedown is a half to full day comprehensive review of content and instructional methods usually conducted four to six weeks prior to piloting a new program
- Participate in ongoing silo-busting behavior – “Swap and Share/Import”
- Export our organization’s best learning ideas; “Swapping and Sharing” has now become a BD norm and expectation as a way to rapidly spreading practices and programs throughout the company
- Coach direct reports and other’s implementation/execution or development plans following a program
- Reinforce key messages following the program (live or technology enabled), including saying the right things at the right time or providing a “booster shot” to reinforce earlier or ongoing learning
- Train less experienced trainers
- Actively participate in the identification of organizational learning needs and development of plans to address them
- Participate on BDU WW core team or BDU business, regional or functional teams

Day to Day/On-Going Coaching and Teaching

Day to Day coaching... in all directions, up, down and across – involves modeling of personal leadership points of view.

- Identify and leverage “learning/teaching moments”
- Teach/communicate through addressing and uncovering organizational needs
- Talent scout/recruit other leader-teachers and facilitators
- Use organizational surveys and sensing information as a catalyst for communicating/teaching about “real work” and real issues
- Facilitate “strategic or organizational profiles”. This is a process by which we use well- trained, respected BD leaders and selected individuals viewed as having high potential to facilitate a structured process that results in the identification of strategies and plans essential to that part of the company participating in the profiling session.
- Facilitate newly appointed leader and team “on boarding” or assimilation processes/tools

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

We try to make turning leaders into teachers easier rather than harder, administratively hassle-free, and valuable, engaging, and rewarding. Here are a few themes we've developed that help fuel the leaders-as-teachers concept.

- Senior Leadership **commitment, support, involvement makes everything easier.** This had to be initially earned in BD as it has to be in every organization. Earning is essential, re-earning it everyday is equally critical, a lesson we in BDU emphasize with ourselves daily.

- “Every experience, a successful experience”.** This principle is fundamental. If an experience is successful and personally rewarding and enjoyable leaders come back to teach again and again. If the experience us negative the converse results.

- Carefully match individuals to situations.** We use different progressions and forms of preparation on a highly individualized basis.

- Play to strengths and interests. We form teaching assignments around each leader's strengths, experiences, DELI's, previous teaching successes, levels of comfort and readiness to handle small to much larger parts of programs.**

- Train the Trainer. We use a wide range of train-the-trainer experiences and programs, ranging from a fundamental Developing Trainer Skills program to content-specific train-the-trainer processes. As appropriate, we use one to one coaching to prepare the leader.** This coaching is usually done by the program Champion or the leader/facilitator.

- Hassle free administration. Administratively, ensure things are “Marine Boot Camp Tight”** These were Ed Ludwig's words of advice as we began BDU. We try not to bother leaders with distractions and administrative tasks that take up their time and make the experience less than rewarding or enjoyable.

- Involve key stakeholders and interested leaders in early and continuous program development. A very high standard of program content and instructional design processes are essential to keep leaders engaged.** The more their input is sought, considered and utilized, the more they feel “ownership” of the program.

- Develop excitement through very successful pilots.** Word of mouth is our primary marketing tool. Our mantra is “under promise and over deliver.”

- Constant recruiting. To ensure that we have talent scout leaders/teachers everywhere, we conduct constant recruiting in very obvious ways.** We call it “Shameless recruiting”

- HR Planning is critical. We link leaders as teachers to HR Planning and identification of leadership potential.** This year, we have added a check-off box to the individual leader HR Planning Profile to make transparent whether an individual is serving in some way as a leader/teacher.

- Create facilitator guides.** We take great care to carefully document and maintain easy-to-use facilitator guides. These guides make the preparation of leaders to teach much easier than it would otherwise be. They are also designed to help in the minute-by-minute facilitation of a module or program while still leaving considerable room for individual style and customization.

- Certification and feedback. We pay lots of attentions to the train-the-trainer certification process.** We also have established useful and healthy norms about peer planning and feedback before, during and after programs. On rare occasions we will “de-certify” someone who has really labored in his or her teaching efforts. On-going coaching of leader/teachers for continuous improvement is our rule of thumb.

Leaders as Teachers: One Key Element of Building Organizational and Leadership Capability at BD (Cont'd)

- **Flexible teaching. We have structured flexibility** in instructional modes, which allows for quite a bit of individuality in “working the edges” of how certain topics are taught. We have found that some of our most creative, effective ideas have come from leaders teaching with new and different facilitation ideas.
- **Learn from experience. We pair experienced trainers with less experienced trainers, and we match the complexity of a topic to the experience and confidence level of each leader/teacher.**
- **Preparation is key. We conduct “pre-game” preparation meetings to ensure programs get off to a good start.**
- **We recognize and celebrate leader/teachers.** This ranges from personal thank yous to notes of recognition and periodic thank-you luncheons with small gifts like a cutting edge book or CD.

Eight Take-Away Lessons

Here are several crucial actions to ensure a successful leaders-as-teachers approach.

1. It's important that the chairman and CEO and leadership team be involved and supportive.
2. Emphasize the value of teaching-learning as part of the criteria related to leadership potential.'
3. Use a change-leadership process (Kotter's eight steps) for long-term sustainability.
4. Develop “Bio Mo” (momentum). Worry little about resistance, and focus on those who want to be involved. Enough momentum always trumps resistance. People like to be part of successes and to be where positive things happen. Momentum and involvement beget more momentum and involvement. At some point, they become the norm and part of the culture.
5. Make teaching valuable, engaging, rewarding, fun and hassle-free.
6. Maintain strategic and business goal alignment. Our programs all have a common purpose: to grow the business and our people.
7. Maintain a strong link between classroom and real-work application. All of our teaching is in the form of active learning with application to participant responsibilities.
8. Make leaders as teachers cost-effective. Leaders often learn as much as, and sometimes more than, the participants.

It is with this last item, “I am a better leader after I teach”, that I conclude this article. Quotes from two of our most frequent and highly effective leader teachers, Steve Sichak and Jay Glasscock, describe this effect on themselves and the company as follows:

Steve served as BD's Chief Information Officer for several years and recently has assumed a business leader role as a Vice President in BD Diagnostics. He summarized his leader as teacher experience this way:

“One of the benefits that I get from being a faculty member of BD University is access to direct, honest feedback about the company's strategy and performance and the opportunity to integrate this feedback into my thinking, which helps make me a better leader.”

Jay is Vice President of Operations at BD Biosciences in San Jose, California. Here is the way Jay describes his experience:

“Each time I teach a BDU class I am re-energized to lead and reminded of the potential that lies within all of us when intellectually challenged. The dynamic that is created between “leader as teacher” and associate in our BDU classroom is unique and cannot be re-created in the meeting room. It provides a rare opportunity for me to personalize my approach to implementing our strategies and, most importantly, gives the associate a chance to them challenge this thinking among peers. Once ignited by the debate, and with the proper nourishment by the teacher, we collectively move our thinking to a new level. This conversation then moves from the classroom to the work environment, where more informal teaching and coaching occurs and we begin to tap our ultimate potential for real leadership.”

M104 – Leaders as Teachers

JOB AID

The following are selected examples of how Leaders Teachers contribute at BD. Check all that you currently do or where an opportunity exists to start or do more.

Leader/Teacher Contribution	Current Practice	Opportunity
Co-teach entire programs		
Teach one or more modules in their “sweet spot”		
Teach about BD values and strategy		
Act as a guest speaker <ul style="list-style-type: none">- Kick-off- Lunchtime- Keynote		
Lead or participate in town meetings		
Lead the debrief of case studies		
Teach through organizational meetings		
Engage in coaching process		
Participate in “newly appointed leader” process (i.e., model the way)		
Support program design and development as a subject matter expert		
Participate in program development shakedowns.		
Become a member of BDU’s world-wide core team.		