

Leadership Research Data Focus

In this section we highlight some data from recent research about leaders – if you are intrigued by the findings and wish to learn more please follow the links provided.



The St.Gallen Executive Education Survey

The Executive School of the University of St.Gallen conducted between March and June 2013 the St.Gallen Executive Education Survey (SEES).

428 human resources decision-makers from Switzerland, Germany, Austria and the Principality of Liechtenstein participated in the survey to uncover patterns and trends in executive education and leadership development.

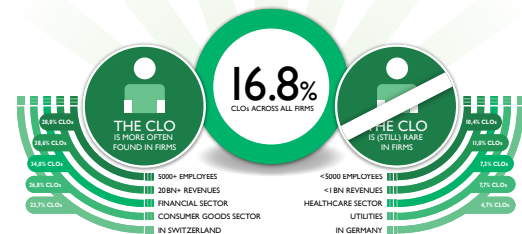


THE CHIEF LEARNING OFFICER (CLO)



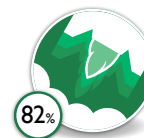
The CLO plays a key role as highest ranking officer in the firm for executive education and leadership development, usually reporting to the CEO or Head of Human Resources.

THE RISE OF THE CLO FUNCTION



THE CLO's MANDATE

The CLO has the mandate for executive education and leadership development.



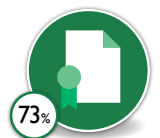
launch strategic initiatives



coordinate the implementation of initiatives



evaluate providers



define organization-wide standards



decide about budgets

Many CLOs do not have C-Level power.



manage dedicated staff

THE BUSINESS IMPACT OF THE CLO

Firms with a CLO feel they:



innovation front-runners



reach their business objectives pursued with executive education and leadership development



unlock the full potential of their executive education and leadership development

APPROACHES, RESOURCES AND DEVELOPMENTS

EXECUTIVE EDUCATION APPROACHES

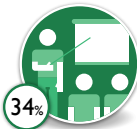


50% attribute much or very much emphasis to **informal learning**

Companies that emphasize informal learning

- Are rather from Switzerland or Austria than Germany
- Use internal resources to save costs and to support the multiplication of knowledge across the organization
- Use external resources to challenge the status quo

Formal or informal learning?



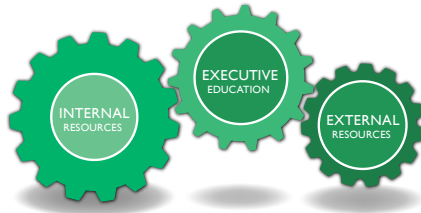
34% attribute much or very much emphasis to **formal learning**

Companies that emphasize formal learning

- Are rather from Germany than Austria or Switzerland
- Are mainly larger firms with 1000+ employees
- More frequently claim they are able to quantify their ROI on executive education

EXECUTIVE EDUCATION RESOURCES

Use of resources today, ranked by order of importance:



Internal resources are used to

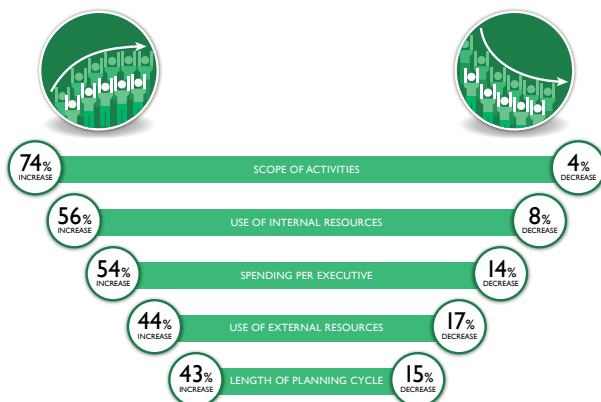
1. Tailor content to organization needs
2. Establish organization standards
3. Support multiplication across the organization
4. Save costs
5. Increase internal acceptance

External resources are used to

1. Obtain expert knowledge
2. Challenge the status quo
3. Resolve internal capacity constraints
4. Try out something new
5. Obtain external certification

EXECUTIVE EDUCATION RESOURCES

Use of resources today, ranked by order of importance:



THE CHIEF LEARNING OFFICER (CLO)



Common challenges faced are

- 72% limited resources
- 64% different functional backgrounds
- 61% insufficient alignment across different units
- 60% absence of overarching learning architecture
- 57% short-term business goals undermining longer-term activities

Less common challenges faced are

- 32% high degree of local talent hoarding
- 22% an "all executives are equal" mindset
- 20% high fluctuation among executives

GOALS PURSUED WITH EXECUTIVE EDUCATION

Goals pursued, ranked by order of importance:



OUTCOMES OF EXECUTIVE EDUCATION

Metrics used to measure outcome, ranked by order of importance:



Only one out of three companies sees itself as innovation **front-runner** in executive education

Only one out of five companies thinks that it is **unlocking** the full **potential** in its executive education

Only one out of ten companies is able to quantify **financially** the return on executive education