

## **Total Leadership in Spain**

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### **1. Introduction**

In today's society, changes are everywhere. Through the crisis, the election of the president Obama and, above all, with the increasing complexity of the more and more global firms, we can see that we shouldn't be the same leaders than our parents and grandparents used to be. Today, leadership isn't just about business anymore, it is about life.

In his recently published book *Total Leadership*, Stewart Friedman, the famous founding director of the Wharton School's Leadership Program, refute the common idea of a zero-sum balance between family and work domain, describing a program which aims to gain in every part of our lives: the modern leader has to lead his life as a whole.

Besides, implanting his program in multiple companies and environments, he proved us that it yields concrete results, so we decided to do experiments of *Total Leadership* here in Spain, in the Universidad Politécnica de Madrid, with a group of students and a group of teachers to see how well it works.

Using the book *Total Leadership*, we firstly designed an experiment with a group of about 40 students from the fourth year of the University. We collected data on the efficiency of the program in terms of leadership skills and life happiness. Then, improved by our first experience, we decided to run a second implementation, more elaborated, in a group of 6 teachers of the University, collecting the same type of information than before. In parallel, we spoke with the Human Resources Director in Spain of the international bank ING Direct, to know what their feelings for the concept are and how this program could impact their company especially from a financial point of view.

Through this process, we assess the impact of *Total Leadership* in the different groups and we compare them to the results that S. Friedman obtained in the United States. Then, we discover that the impact of the program is clearly positive, showing a significant raise in the satisfaction, performance and leadership skills of both of the group. Thus, we reproduce partially the benefits Friedman gained when he implanted the *Total Leadership* program. Finally, using the data available, we evaluate the financial impact of the implementation of the program in the concrete case of ING Direct.

### **2. Total Leadership**

In this section, we will explain what *Total Leadership* means and some notions of the program. We will also describe the benefits that have been seen and that could be generated with this program.

#### **Notions of Total Leadership**

The concept of *Total Leadership* used in this paper comes from the studies of Stewart Friedman about a program which aims to produce benefits in all parts of your life through a

gain in leadership abilities. This program is described in his book (Friedman, Total Leadership: Be a Better Leader, Have a Richer Life, 2008).

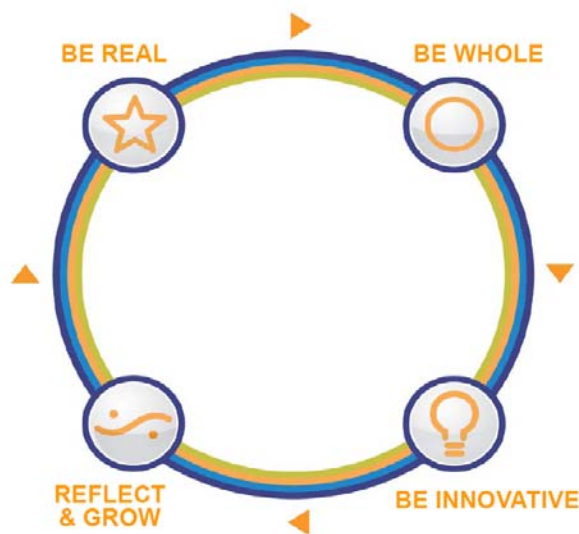
The main idea of the book is that work and home could be allies and that we should see our life as a whole to be able to identify possible 4-way-wins, which means actions that can produce benefits in all parts of our life. As a consequence, this concept refutes the classic idea of a balance between work and home, suggesting that if you want to pay more attention to your work, you will have to neglect your family, and vice versa.

To be able to lead a life overcoming the difficulties of combining complex parts of our modern lives, it is the stakes of the concept: those who can achieve this, need leadership skills and they are called Total Leaders.

### **Presentation of the program**

According to Stewart Friedman, you have to develop 3 qualities to become a total leader. Firstly, with the authenticity, you have to know what you care about and then to do your best to be true to these values and aspirations. Next, with the integrity, you have to live a life in which the parts are integrated in a way that makes sense and has coherence. Finally, with the creativity, you have to be able to adapt to new circumstances with confidence and to stimulate the change.

The program follows 3 steps, one for each quality to improve. However, the program does not have an end because, after completing the 3 steps, you have to think about what you discovered in the program and do it again to keep on improving your total leadership abilities. This journey is represented in the next figure.



**Figure 1: The Total Leadership program.**

### **The benefits of the program**

Through various implantations of his program, Stewart Friedman has shown that Total Leadership yields results. Firstly, in qualitative terms, both satisfaction and performance in every parts of life improved: that implies more energy for work and for home, a greater commitment of the employees for their organization...

But also, in quantitative terms, more likely to be understood by a company, Total Leadership yields financial results: Friedman implanted his method in a Fortune 50 company and this produced a combined \$5.8 million in cost savings, \$0.7 million in new revenue and \$0.5 million in productivity gains.

With such impressive results, we decided to test the program to see at what point it could work here in Spain.

### **3. Experiments of Total Leadership**

In this section, we will briefly describe the experiments of implantation of the Total Leadership program on the different groups of people in terms of objectives and methodology.

#### **General description**

We carried out 2 implantations of the program and a close collaboration with the human resources of the international Bank ING Direct in Spain.

Firstly, we implanted the program in a group of about 40 students: the mean age was 22 years old and they all study at the University Polytechnic of Madrid to become engineers. We organized 3 sessions of 1h30. The implantation lasted 3 weeks and 3 months after, we tried to measure the impact of the program. During this period, we kept contact with the students in order to get their feedback and to help them in the application of the program.

After this experiment, we designed another experiment for a group of 6 professors from the same university. We wanted this to be more elaborated and complete than the precedent implantation, that's why it included 8 sessions of about 1h30. Also, the monitoring was more present and individualized than with the group of students.

#### **Objectives**

These experiments have 2 main objectives. The first, and the more obvious, is to assess the impact of the program on the participants: it means that we want to collect as much data as possible that allow us to understand how the program of Total Leadership can influence the personality and the behavior of a person.

The second main objective is to improve our capacity to implant the program and, thus, be able to get more benefits from the program.

#### **Methodology**

To implant the program, we strictly followed the steps described in the book but, before implanting the program, we gave a survey to all participants: the survey was designed by Stewart Friedman and available on his website [www.totalleadership.org](http://www.totalleadership.org). Then 4 months later, we gave to the participants, the survey another time. The aim of the survey is to assess the Total Leadership skills of all participants through an evaluation of both the behavior and the personality of each participant.

Also, we used all the exercises made by the participants: it gave us a lot of information on the evolution of the satisfaction or the evolution of the behavior of the participants.

### **4. Results**

In this section, we present and analyze some of the results we obtained with the different experiments. We divide the results into 3 groups: results on leadership skills, results on satisfaction and, finally, results on behavioral change.

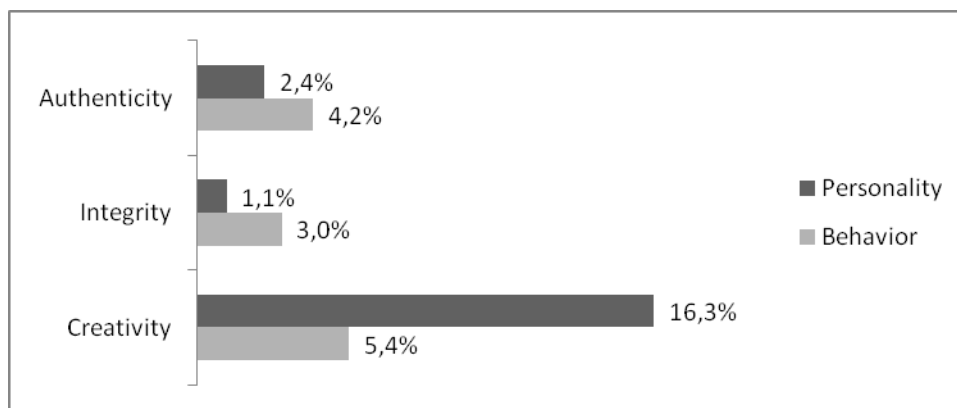
Given the amount of results we obtained in each group, we will only present in detail in this paper the more relevant results.

## Results on leadership skills

With the group of students, we didn't succeed in improving significantly the leadership skills: the evolution of the results in every dimension of the study and for both personality and behavior is less than 2.5%. However, we must mention that the rates obtained before the implantation with the students was very high compared to the rates obtained in the group of teachers or in the group of Friedman, so the opportunity of a positive evolution was weaker.

In the group of teachers, the results were more significant: as shown in the next figure, we can see that the program improved the creativity of the teachers significantly. We also slightly improved their authenticity and integrity but the results are too low to conclude that the program produced a relevant impact.

This analyze is in accordance with the feedback that the participants gave us: some of the professors produced creative changes in their life during the program a lot more than what they used to do.

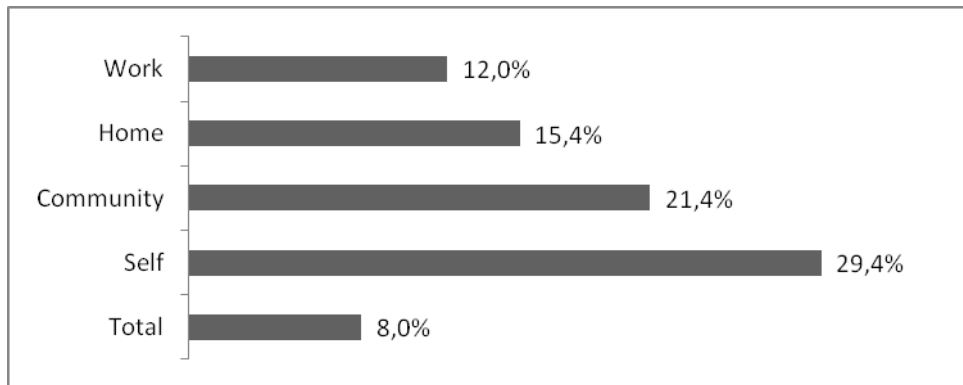


**Figure 2: Evolution of the Total Leadership skills of the group of profesors between the implantation of the program and 4 months later. We assess both the evolution of personality and behavior in the 3 fundamentals dimensions of Total Leadership.**

## Results on satisfaction

In the group of students, the feeling of satisfaction increased in family, community and slightly decreased in work and self domains. Also, the global feeling of satisfaction increased significantly (6.1%). However, we can't conclude that the program had a clear positive impact on the satisfaction of the participants since we observed a slight decrease of the satisfaction in 2 out of the 5 domains considered.

As shown in the next figure, the results in the group of teachers are more significant: the program improved the feeling of satisfaction in every domain. Besides, the increase is higher than 20% in 2 domains: the self domain and the community domain. Those results mean that the program had a clear positive impact on the group of professors.



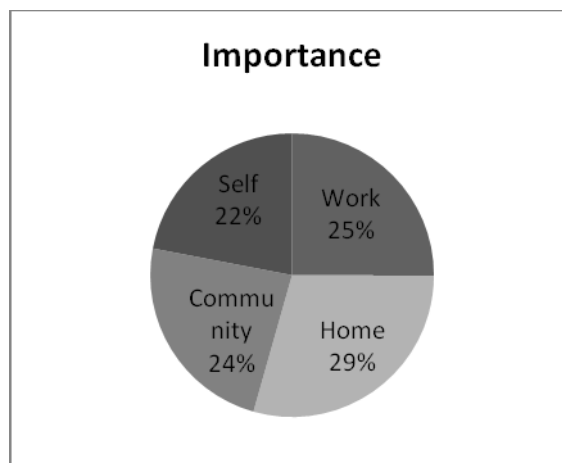
**Figure 3:** Evolution of the satisfaction in the group of students between the implantation and 4 months after. The data is collected through one of the exercises of the program. Here "Total" is not a mean result of the other results: this refers to the global satisfaction of the participant.

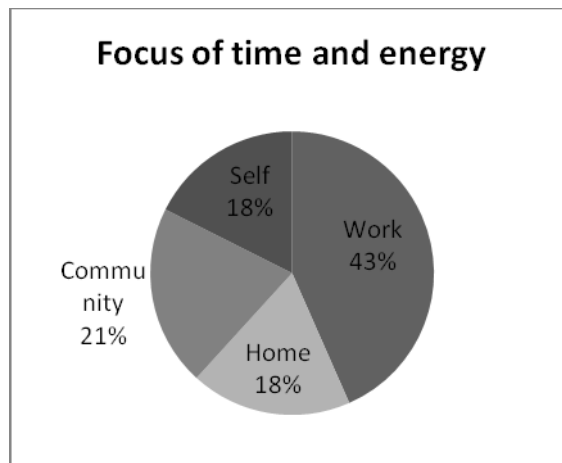
### Results on behavioral change

Actually, what we call results on behavioral change comes from an exercise that makes part of the program: in this exercise, each participant has to rate the importance of each domain (work, family, community and self) and also rate the time and energy dedicated in each domain: those results gives us a representation of both the desired and actual importance of each domain. To become a total leader, it is important to minimize the differences between those 2 values.

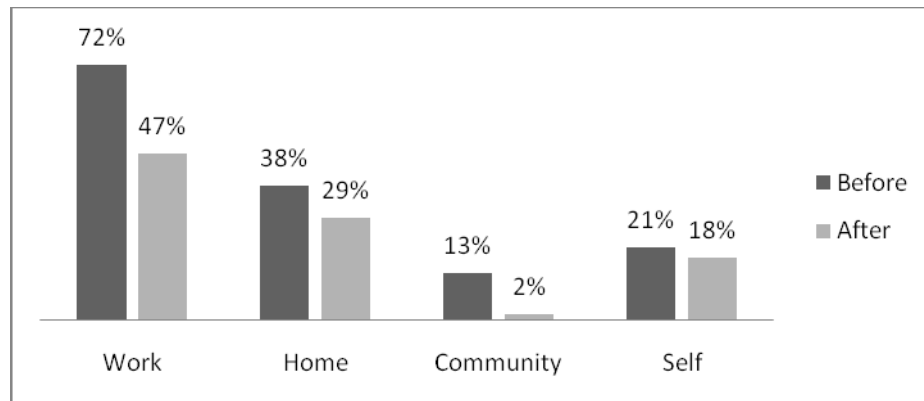
We show in the figure 4 the results obtained on both category of importance in the group of students. We can see that it exists strong discordances between the actual importance (focus of time and energy) and the desired importance: it seems that the work domain cannibalizes the others domains.

In the figure 5, we represent in percentages of the desired importance, the differences between desired and actual importance before the implantation and 4 months later. Then we can see that, even if it remains strong discordances, the program reduced significantly those differences which means that it had a very positive impact on the participants.





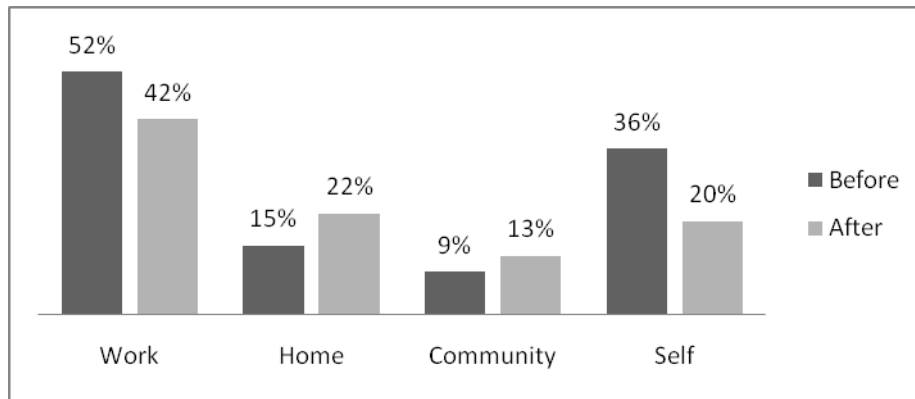
**Figure 4:** Results obtained on the actual and desired importance before the implantation of the program in the group of students.



**Figure 5:** Differences between actual and desired importance before the implantation of the program and 4 months after.

The initial state for the group of professors is very similar: even if the importance of each part is distinct, we can see too that the work domain cannibalized the other domains. However, the level of the differences was initially lower.

As shown in the next figure, the program reduced the differences in the work and self domain, domain in which the differences were high. Yet, we noted a slight increase of the differences in the home and community domain in which the differences were relatively low. This means that the program didn't have a positive impact on those domains from the point of view of the performance but as it helped reducing the differences in the domains where they were the highest, we can say that, globally speaking, it had a positive impact on the participants.



**Figure 6: Differences between actual and desired importance before the implantation of the program and 4 months after.**

## 5. Conclusions

### Impact of the program

The results obtained with both groups show a clear positive impact of the program on the participants. However, it seems that the impact is different with the 2 populations tested: the most positive impact has been noted on the satisfaction of the professors and on the accordance between importance and focus of time and energy of the students.

Besides, through the results, we can see that the more elaborated and complete implantation that we did with the group of professors obtained much better results in almost every category.

### The cost of an implantation of the Total Leadership program

Thanks to our collaboration with the international bank ING Direct, we analyzed the costs and the potential benefits of an implantation of the program in a concrete case, with 3 scenarios: an optimistic one where we would reproduce entirely the benefits Friedman obtained in the company where he implanted Total Leadership; a conservative one, where we would reproduce partly some of the benefits Friedman obtained; and a pessimistic one, where we wouldn't obtain any benefits. We calculated the Net Present Value of each scenario:

Scenario	Optimistic	Conservative	Pessimistic
NPV	3 400 000 €	1 090 000 €	-42 000 €

The conclusion is that the potential benefits of the program are way higher than the cost of its implantation.

Then, the implantation of the program of Total Leadership could be very valuable for any company or even for a university.

### Acknowledgements

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