



2022

CONSORTIUM SESSIONS

Executive Summary
February 2022

**LEADERSHIP
IN THE AGE OF
PERSONALIZATION®**

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Dear Consortium Members,

What a great way to start our 2022 Consortium journey!

Thank you so much for your eagerness to share with and learn from each other. I am energized by your honesty, your openness and your commitment to unleashing people and our institutions.

What follows is a summary of the themes that were common across all Consortium groups. We've examined the transcripts of each meeting, identified the most common themes, and pulled out a sampling of direct quotes for each theme so you can read insights in people's own words.

We've also done something new this year. On the next page, you'll find the highest level summary, some suggested goals for the year, and (based on those goals) three questions that we will tackle in our April discussions. (We've also included a separate PDF of just that one page.)

We want to make it easy for you to share with colleagues inside and outside your own organizations— either to inform or to invite them to join us. This is our way of activating our own capacity in response to this challenge from a Consortium member:

"We [consortium members] are a very enlightened group. We need to close the gap between where we are and where others are. [Leaders, managers and supervisors] are making emotional connections with those on the frontline, whether those are good connections or bad connections. Closing that gap is where the real work is in our organization."

If you'd like additional help closing that gap, GLLG has plenty of resources:

- Online academy of leadership training, to transform your workplace culture
- Keynotes, to create experiences that spark movements
- Executive coaching, to help leaders develop their personal brand
- Consulting, to help cascade a culture strategy to all levels of the organization
- Assessments, to measure employee engagement with data

Sandy and I are happy to explore options with you.

Let's make 2022 a year of action!

Looking forward to seeing you in April,



Glenn Llopis

Table of Contents

2022: The Year of the Employee	1
What's changed since 2020?	2
CORPORATE	2
HIGHER ED	3
HEALTHCARE.....	4
What blocks us from making progress?	5
SUMMARY	5
CORPORATE	5
HIGHER ED	7
HEALTHCARE.....	7
Still adapting to the challenge of hybrid workplaces	9
SUMMARY	9
CORPORATE	9
HIGHER ED	9
HEALTHCARE.....	10
How are business models being disrupted?	11
SUMMARY	11
CORPORATE	11
HIGHER ED	11
HEALTHCARE.....	12
How can we keep and attract talent?	14
SUMMARY	14
CORPORATE	14
HIGHER ED	15
HEALTHCARE.....	16
What do customers, students and patients want?	17
SUMMARY	17
CORPORATE	17
HIGHER ED	17
HEALTHCARE.....	19



Where do we start? With the environment or the individual? 20

SUMMARY 20

CORPORATE 20

HIGHER ED 21

HEALTHCARE..... 22

Various solutions shared throughout the discussions 24

CORPORATE 24

HIGHER ED 25

HEALTHCARE..... 26

About GLLG® 28

Our Solutions 29

2022: The Year of the Employee

Leadership in the Age of Personalization Consortium

2022 Q1 WORKING SESSION EXECUTIVE SUMMARY

Insights from 62 leaders across **corporate**, **higher education** and **healthcare**

The Big Picture

- Everything has changed, people are scared and losing hope
- Employees are the most urgent need across sectors (attracting, retaining, engaging, activating)
- Talent has the upper hand: people can go where they want, we need to re-recruit our people
- Older leaders are less motivated to change, younger leaders want change but need a roadmap
- Opportunity: co-design that roadmap by partnering with and empowering younger leaders

In the Words of Consortium Members

"Talent is the No. 1 issue on everybody's mind at the enterprise level, not just at the HR level."

"I don't like the term *great resignation*. It's backward-facing. It's about what you're leaving rather than what you're moving toward. I'd rather think of it as the *great flex*."

"Usually the best talent leaves not because of money, but because their leaders are unable to create an environment in which they can be successful."

The Consortium's Mission

- Identify three goals and solve for them together, across cohorts
- Present findings at the October Summit hosted by Clemson University

Suggested Goals

1. Close the gap: Share Consortium insights with others in our own organizations
2. Activate talent: Help younger, emerging leaders define their own leadership identity and learn how to activate it, so they feel free to "flex" and be successful where they are
3. Remove a roadblock: Each member identifies and removes at least one specific roadblock before October (within their organization, their team, or their consulting work)

Based on the goals, here are three suggested questions to tackle at our April Consortium meetings:

1. How might we share what we've learned with others in our own organizations?
2. How might we help emerging leaders uncover and define their own leadership identity?
3. What roadblocks can we remove to enable #s 1 and 2 to become common?

Created and guided by [GLLG](#), the LAOP Consortium convenes three times a year in virtual working sessions, during which consortium members discuss, debate, and brainstorm solutions to the most pressing challenges across business, higher education and healthcare. To learn more, visit ageofpersonalization.com.

Leadership in the Age of Personalization Consortium
2022 Q1 Working Session

FULL SUMMARY

What's changed since 2020?

"There's a sense that everything has changed. But I don't think everything actually changed. Everything changed for people who held power, who manage power structures. The flex is coming from the folks who don't have the power and suddenly they're saying, *We shouldn't be satisfied with this anymore*. It's a different way to look at it. It's a positive thing. It's a moment of social change. It's not some sort of regression, which is what the term *great resignation* sort of implies." (from higher ed)

CORPORATE

"So many people are realigning their life because of COVID. COVID taught us that the way that you're doing business, the way that you're doing life, does not need to be that way. There's different ways. I have a good friend, who's the CEO of one of the top five solar companies in the country. He's keeping his job, but he just joined a band. He's going to be almost full-time on the road as a keyboard player."

"There's a lot of quiet desperation and tension and sort of a level of, *I can't stand this anymore. When will it ever end?*"

"Day in and day out, I see senior executives who just are sick and tired of the big holding company management structure and are walking away and starting their own things, small consultancies, independent shops. Maybe they're not making as much money, but they're a lot happier doing the way they're doing it."

"There's this significant realignment that is taking place that is cutting across all our business units. Not only do we have to redefine the traditional workplace, but we have to redefine how we manage employees and we have to redefine what we allow employees to do: from work from home, to leave-of-absence, unlimited number of vacation days. Those are the things that are now becoming our reality."

"Everything we do is not good enough. Every attempt we try to make in one way or the other, we alienate the other side. In the past, you were given points for trying, but today there's very little patience, very little grace, as we try to navigate a world where we're trying to strike for balance."

"When we're constructing stories, to capture the imagination, the lower you go on Maslow's hierarchy of need, the more viscerally you grab people's attention. The higher you go, the less they

need to have that perspective because people tend to get stuck at the lower levels. And the pandemic meant that everybody was at the same place in Maslow's hierarchy, suddenly concerned about their safety. And so it was a really interesting giant social experiment and seeing what happened to the world as that unfolded. And I wouldn't have predicted that we would go in the direction that we did. I would've expected a swing back to familiar jobs and safe places. Instead, people went the other way at least in some of these terms, like the great resignation. So that's very interesting and I don't fully understand yet why that was the case and what that means."

"One of the things that really stands out is individual values are changing. We value ourselves better. We value our time higher. From my perspective, the biggest change is some clarity around your self worth and your self value, it has changed the work environment, it allowed individuals to demand more, expect more. And hopefully that drives more significant change in society, in the workplace, even in our own community. Just valuing yourself more can drive some significant change."

HIGHER ED

"I don't know how to reconcile post-COVID to pre-COVID. What I'm learning is that nothing is the same. Absolutely nothing. The way our institutions work is not the same. The way our leaders work is not the same. The way we hire, the way we educate, the way we let students into school, literally everything has changed. And I have no idea what it's changing into. I just know that I haven't run into a single thing that remains exactly the same."

"We've had multiple giant shifts in society that happened in the last two years. We had this strangeness of COVID, which allowed or forced everybody to rethink their values and how they want to spend their life. And then Black Lives Matter happens right in the middle of that. When none of us could sit in a room together, when it was impossible for us to look at each other and talk. So, I'd put a pin in [these other issues] for two years and talk about what the environment and what the individuals are that we're working with, because they're all different."

"Our students this year are so burned out. We only had one student run for president of the undergraduate student government because the other two said, *This is just too much for me*. The student clubs cannot get executive boards put together because people are just too tired and burned out. So I don't know how to put together what the future should look like when right now I don't really trust the ground on top of which I'm standing."

"There's been a shift of power. And I think that's because many people (students, patients, employees) are seeing a shift in their values and what's important to them. They're redefining their expectations. There's more to life than just work. There's more than just school. There's people. We've all proven that we need these human connections and that we value them. And if you've had somebody ripped from your life because of this virus, you think about things a little differently, and that life really is precious. So between using different expectations on flexibility and whatever

shift in values and priorities have happened for people on an individual basis, I think things are very different."

HEALTHCARE

"A huge difference is that people are starting to see how we live with endemic COVID."

"There's been a reliance on your team as individuals to come up with solutions because one individual, or even a group of leaders, couldn't come up with all the solutions to the challenges that they've had. So if anything, I think this has accelerated personalization and we have asked everybody to step in with their abilities."

"Compassion fatigue is settling in."

"There's a new understanding or appreciation that healthcare is interconnected to each and every industry, financial health is connected to your physical health is connected to your mental capacity and even your spiritual health at times."

"Organizations had to respond so quickly ... simply managing in crisis to get the fires out and, and we couldn't get the fires out. We could only contain the spread of the fire in many cases. But during those times, in the last two years, there were a lot of innovative things that actually occurred ... senior leaders let go and let their staff solve problems. They said, throw the policy manual out the door, forget standardization, address the patient. I see now that there are some organizations that are yearning for that return of standardization, maybe sensing that there's a comfort there, maybe it's going back to status quo because it's what we know. ... others that are there and, and they are really saying no, the future needs to be fundamentally different."

"A lot of organizations have lived the last two years on COVID-appropriate funds (rightly so, those funds were needed). But those funds are going away. So now organizations have these huge gaps to fill and they can't do it by the historical models. And oh, by the way, the standardization that they employed in the past, won't survive in the future. They need to move forward and recognize the innovation that's there at, at their front line."

"The nursing shortage is nothing new ... what the pandemic has done now is put healthcare on the map, but put nursing on the map very clearly. And now we're at this odd juncture of how do things go forward while nurses have already been wiped out and exhausted. I'm being told to be resilient. I'm being told to be innovative. I'm wiped out. And yet we're at a point where a lot of that, isn't just about nursing. It's about the work environment and the health of the work environment. It's basic stuff, it's communication, it's collaboration, it's decision-making, it's recognition, and probably most of all it's leadership in some way. And so I think nursing serves in some ways as a good case example of what are the issues that are going further beyond healthcare."

What blocks us from making progress?

SUMMARY

- Fear
- Doom and gloom
- People don't know how to lead
- Finding the time and the space to do this work
- Incentives that reward playing it safe rather than taking a risk
- It's easier to do more of the same

CORPORATE

"I see 31 to 35 CEOs a year, at least twice a year. And they're all petrified. They're petrified of not having a legacy and they're petrified of getting fired or they're petrified of not having their stock go up during their tenure. That is causing companies to make choices that aren't in the best interest of long term value creation."

"I work with a lot of leaders. Many of them lack the tools. They have to do that deep reflection work, that self-awareness piece -- they need to be guided in that process because it isn't something they learned to do in business school. It's not something that they're naturally born with. This greater conscious leadership piece has got to be taught, rather than assuming people don't want to go there. I actually think some are blocked and we need to support our leaders to go on that journey."

"A lot of people don't trust themselves and don't know how to have difficult conversations. It's an uphill battle. And even leaders who today have very high positions of power don't like to have those difficult conversations. They don't like to open up their emotions and don't like to seem vulnerable."

"One of the biggest challenges is finding the space to do all of this work in and balance the tyranny of the bottom line. So I've got to deliver a result, whether that's to my private equity or to my shareholders and that's the priority. And so with people stressed out, the default is do it how it used to work. We've got to figure out a way to carve out space to do all of this learning that we're talking about."

"Many companies put into their taglines: *Disrupt the status quo*. But what happens is the people who challenge the status quo get reprimanded or get feedback that they are too disruptive or they are not good team players."

"A lot of these companies praise diversity, which is obviously a crucial factor to a business' success. But then they don't encourage a range of differing opinions."

"There's a lot of talk about wanting to become a more diverse or a more inclusive environment. But it's really more of a talking point than it is an actual desire. And in some cases, I think it's because you have lazy executives or fearful executives, they just don't know how to get or deal with diversity and that's fearful for them. Because most executives have gotten to where they are because they're good at controlling outcomes. And when you start opening things up to co-designing cultures, you're basically giving up control."

"Obviously skills are important, but I'm a big fan of hiring on attitude and hiring on the spirit in which that person brings. But one reason it's impossible to take those risks [of hiring that way] nowadays is because there's such huge pressure to get these roles filled ASAP with a person who behaves and acts and looks just like the one who was doing it before them. That's a massive block to this diversity piece that we're all going after."

[Related to people who have been in the organization for a long time or are closest to a situation]:
"In my experience there's this tribal connection to the way things have always been done. They can't disconnect a broken process from something that's like more a reflection of their capabilities and leadership. So they'll hang on to things tightly. But if you can bring them along, it's really great, because they have the institutional knowledge, they have the expertise, but a lot of times they're so married to how things have always gone that it stops any form of diversity, any change, it really slows things down."

[Related to hiring someone who has the exact right experience]: "I've actually had the personal experience of attracting what would be deemed the top talent in another business unit for the same role inside mine. And they've actually failed, because in my world there's more ambiguity and there is no A-Z path. They were successful when it was very regimented and prescriptive."

"We hold people back with the rules and restrictions that corporations put around education requirements. We handcuff the talent because hiring is all automated."

"You can have all kinds of diversity and check all of the boxes, but if you still expect everyone to act the same, then you really haven't achieved the ROI of inclusion."

"Many managers are still lamenting about the employment market and how hard it is to get people interested. They haven't made the shift to meeting people where they're at."

"We are only accountable to be a little better keeps us from aiming higher. The questions are never raised as, *What would it take to be 30% more efficient? What would that world look like?* There's sort of an iterative mentality, that is pervasive to all planning and execution. There's probably a frustration for people who are trying to push evolution faster or innovate, to meet demands that are usually changing faster than what the company is willing to go after."

"There were many times where we had opportunities to go further, go faster, and we'd be told no, slow up. We don't want the results to be too good this quarter, because then we'll have to go up from that in the next quarter or the next year."

HIGHER ED

"There's a lot of doom and gloom. People feel like this is the end. I think that's really bad for what we need to do. We need to make change. We need hope. And when people are really cynical, hope goes out the window. How do we inspire hope in students? How do we inspire them to make a change and do something that's going to have an impact for the world?"

"The implicit incentive structures are so strong. There's always an incentive to keep it standardized. There's an incentive to avoid self awareness, but there are not enough incentives to take risk."

"I want to build inclusiveness within my ecosystem here in higher education. I'm often overwhelmed by the push toward sameness. If you're outside of the box, so to speak, you're often not listened to, not heard, and there's a pushback."

"I find that it's not just about leaders or people who are concerned about their own obsolescence. There are systems that are driving obsolescence. In my world of government procurement, for example, it is so much easier to buy what you had rather than what you need. I suspect that's probably the same in big university purchasing, to work with the people you've worked with, to buy what you had. The system is set up that you have to do extra to get away from that. So I don't know if it's so much obsolescence as it is just the extra grind for some folks that is a deterrent."

The rigidity: "A big brand wanted to increase diversity in their management training program, so I told them about this phenomenal kid, he's African-American, first of his family at college, fantastic kid but had some family struggles through school, so his GPA is 1.6. I said, *You need to talk to this kid*. Three people from the university were fighting for him. Three champions who took the time to understand this individual and their individual capability and contribution that didn't show on a standardized piece of paper. But the recruiter said, *Well, we have a standard and he doesn't meet it*."

HEALTHCARE

"The reimbursement method for healthcare providers is somewhat complex. And it can sometimes be difficult to make the change because we're not gonna get paid for it, although it's the better thing to do."

"Misaligned incentives. That's been an issue in hospital medicine for long time."

"The payment structures in healthcare drive so much of everything. About 65% of healthcare is paid for by the state and federal government. It's not sexy. It's not fun. Nobody understands it. But it's the main driver of all downstream behavior in healthcare."

"Everyone's afraid that they'll be the loser if there's a change in payment. So therefore they lobby, they push back. We all know it's broke, but no one's willing to take a risk of giving something up."

"It's like musical chairs. We just don't want to be the one without a chair. And we're just going to put our heads down and just keep going and going and going, because until they stop printing money, we've got a job."

"The issue about the workload being too heavy, begs the question of how much of the work that's being done is really creating value. A quick example: the electronic medical record had lots of promise but has failed to live up to any of those promises. It doesn't necessarily improve the outcomes for the patients that we take care of, but it creates a tremendous administrative burden for the physicians and nurses and other providers. So, maybe some of the burnout is I'm doing stuff that I know doesn't really impact the patient I'm taking care of."

Still adapting to the challenge of hybrid workplaces

SUMMARY

- Being successful in hybrid workplaces is about trusting people to be honest and do their jobs
- It requires some flexibility to allow people to decide what works for them
- It also requires making sure that flexibility doesn't diminish experiences that benefit from being together

CORPORATE

"HubSpot really stands out. Employees know from the beginning they can work from anywhere. I coached a number of other organizations whose CEOs and executive teams were completely lost because they're still operating in that old model of: *I can't manage you. I can't lead you unless I can see what you're doing hour to hour and day to day.* The divide between a company like HubSpot and these others who are flailing is just extraordinary and stark."

"I've traditionally been fairly introverted and the pandemic for me has allowed me to show up in a way that is different versus how I've previously shown up in the office. And it's partly influenced by my personality, but it's partly influenced by my personal experience in the world. I've had discussions with coworkers about this. My coworkers who are either black and brown have said that our remote experience has kind of allowed us to be a lot more free in how we interact with colleagues. Because it's kind of leveled the playing field for how people are viewed in meetings. Because everyone's connecting remotely, everyone's kind of separate, and this kind of distance has created a bit of discomfort in everyone that can have a unifying feeling. So now people have this additional layer of shared experience that can actually bring people closer."

"I think when you let people bring their whole selves and what's going on in their life, and fit work in, I think that's the ultimate demonstration of: *I trust you to do your job.*"

"The challenge for me is I run restaurants. I can't have my managers working remotely. So how does that translate for them and for us? For them it's more about work-life balance. Do they have the ability to be where they need to be when they need to be there for their families? Can we work with them, versus having a strict, 'take it or leave it' kind of schedule? That's the humanizing aspect."

HIGHER ED

"As an institution we think perhaps that people are going to make this choice upfront (I want either all in person or all remote), when in reality they want to decide at a given moment. *I've got a doctor's appointment. I don't want to rush to campus. Or I have to go home for a family wedding.* Or, I just don't wanna fight parking, so I'll do it online."

"A graduating senior reached out to me and asked about an incredible opportunity. She said, I've got this job opportunity, but I have one class left. If I take the job, I'll be in another state. If I have to stay at school, I'll lose out on this opportunity. Is there any way you can accommodate me? It's not a lot of extra effort on my part truthfully, to be accommodating. So I said yes, with some parameters."

"Flexibility is good. But one concern with flexibility is, if students can either show up to class or watch on demand later, is that students won't show up to class and they (and everyone) will miss out on the social aspect of learning. We have to start learning how to interact with different ideas and different people. And if we're not in the classroom and people aren't showing up, they're just doing the content. They're not learning how to think and learning how to collaborate."

HEALTHCARE

"Some leaders want everybody back in the office and business as usual, or you have other leaders that are taking a hybrid approach."

"Now we're looking at models where people are having to think about how do they communicate information virtually because some hospitals have used this as an opportunity to say, let's get rid of the sales rep coming into the hospital. Now some hospitals have done it for the right reasons because of the pandemic times. And other hospitals have just said, *Hey, let's end it*. And just thinking about how you communicate critical products for the patients and the healthcare professionals that need to know about it is going to look very different across the pharmaceutical industry moving forward."

"For anyone who's led a global team, a significant portion of your team is remote to you at all times. And so using those skills, when the pandemic made everything fully remote, and now a hybrid flexible workforce is actually pretty normal to leaders of global teams."

"I know introverts who actually have thrived with remote work because it takes away some of the challenges that happened during the day in the office. So this is a multi-layered question."

"Using whatever telehealth method you want to use, and then have that followed up with a very personalized care plan that really shouldn't even be in the hospital. It actually should be in the home, in my opinion. So I think this question sort of begs an opportunity to have a very longer discussion about how we recreate care delivery."

How are business models being disrupted?

SUMMARY

- Soon-to-be-retired people don't have the energy for change
- Younger people are worried about their futures, and they see the changes that are necessary but they also see that their senior leadership won't make those changes
- We have to change how we lead or teach, but those we lead or teach have to be open to change, as well
- We have to differentiate ourselves by the experience we offer

CORPORATE

"One of the missing pieces is measuring where we are to start and how we move down the path. I think everyone talks about wanting to change until you actually start changing. And then it's, *Well, why are we doing this? This doesn't feel right.* Or, you know, we want people to be innovative and it's okay to make a mistake -- until you make a mistake. Not okay. But I think a key part of this is as you try and think about the change you want to create in your organizations: where are the pockets of resistance, and how do you manage those pockets of resistance?"

"The Facebook algorithm is the most destructive technology ever invented. It leads to that polarization that we discussed. How do we end up with personalization? That's not driven by the algorithms. That presents a challenge because the algorithms are now tuned to reward people staying on sites longer, which means they're tuned to anger, which means they make more money because people are on the site longer. That is dangerous for society."

HIGHER ED

"Higher education is entrenched in tradition and for a lot of faculty, they perhaps teach the way they were taught. The world is shifting and I think it's shifting at a faster pace than what a lot of higher educational institutions are shifting, or faster than the faculty themselves perhaps are adapting. And some of them may not know or realize that. I found this when my kids were really young and I went into a kindergarten class of theirs and I saw all the things that were going on and how the teacher was constantly switching up gears. She was talking, she was singing, she was dancing, she was moving around. I was exhausted. But when you think about that to engage students, and then how does that morph over the years?"

"I've had to change my teaching methods over the past two years. I knew I needed to change because I'd get an email from a participant who said, *I didn't really understand this. And what can you show me to prove that point? Next time, maybe try X, Y, or Z.* But I've also realized that in my pursuit to change, the student who's trying to learn also has to change. They have to learn how to listen differently. They need to learn how to engage differently. They have to be able to absorb the content in a different way. So it's not just my responsibility, it's theirs too."

"We're seeing in some respects more commoditization. Take, for example, accounting. Every school can access the same materials. They're all preparing students for the CPA exam, which is a standardized exam. So what's going to make one school stand out differently than another? It's the experience."

"In business, you hear about the great resignation and we haven't seen that same way in higher ed, and maybe it's coming. But what we do have is what the Chronicle of Higher Education calls *the great disengagement*. Faculty are cutting back and doing less. And so, you know, some of these big initiatives, people might raise their hands and say, *Hey, I get it, but it's not my problem. Find somebody else*. And, and if that happens, I think our environment unfortunately, will get worse for a while, or we won't be addressing what needs to be addressed."

"If we continue down the path of the great disengagement and we don't challenge this system and come out with a new system that doesn't suppress people, we're really be messed up, because students are going to be going for skills that are obsolete. No one's going to know what to do. We're not going to have any meaning and it's just going to be a mess. So I think we really need to start focusing on: what is the purpose of higher education? Because that's really going to define everything else we do."

"How to prepare lifelong learners, people who can continue to learn. And know how to learn as the world around them is changing. So they'll never be obsolete. But I worry as a country, I think we're losing our competitive advantage. Creativity, innovation are lacking."

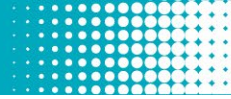
HEALTHCARE

"When you realize that your whole infrastructure was set up for a certain kind of business delivery and that business delivery isn't possible in the way that it was, it makes you start to think: *Okay, why are we here in the first place? What's our role?* I'm seeing some healthcare organizations start to think broader about how they contribute to health and wellbeing rather than just how do we deliver sick care?"

"The state of mental health ... the common consensus is that it's in disarray right now. Mental health professionals right now are training physician assistants to do brief psychotherapy for their patients, because there's not enough psychologists, psychiatrists, mental health experts on board."

"We can't compete with increasing wages: had an interesting meeting with the CEO of a major hospital system. He usually pays his nurses between \$50 to \$60 per hour. And they're getting offers for \$135 per hour. And so there's a major shift going on that he's actually recruiting nurses from India."

"People are expecting a lot more from your leaders. People are expecting your executives to show compassion, to really be more human in how they engage their workforce. People are trusting and



wanting to trust their CEOs to demonstrate that they understand that and are showing some empathy. And that is very different than what was going on five years ago."

How can we keep and attract talent?

SUMMARY

- Talent is the number one issue: it is a crisis and it is only going to get worse if we don't address what workers need and what we need to do to retain and recruit workers
- People have the options now to go where they want
- We need to re-recruit our own people
- People are stressed and recovering from trauma: how do we help them heal?
- Reframe the great resignation (which is backward-facing) to the great flex or great realignment: forward-facing

CORPORATE

"Talent is the number one issue on everybody's mind at the enterprise level, not just at the HR level."

"Usually I find that the best talent leaves not because of the money, but because their leaders are unable to create an environment by which they can be successful."

"What people are looking for now in an employer: What's the DNA of the company? That's literally the number one question. And it feeds right into work-life balance. Money is tertiary, or a down-the-road question. People want to understand what they're getting into now more than ever."

"Money is more of a ticket to entry. It's really more about the environment, the culture, how people are being treated and *What's in it for me?* They're leaving the toxic environments and they have a higher bar that companies have to meet now. You have to convince them to come to work for you. It's not a buyer's market anymore. It's an employee market."

"Everything is literally upside down in terms of talent attraction, in terms of what we're doing to help individuals ... it's just constantly being able to flex and pivot. There's not a day that doesn't go by that I'm not doing something completely different than how I did it yesterday."

"The dynamic of the market has changed so much in terms of people have the options now to go where they want to. We need to re-recruit our people and we need to meet them where they're at. I actually relish the role of going and meeting people where they're at and try to understand how they think, how they like to interact and how they like to be seen. For me that actually gives me energy. But I do think that what we have to do at the same time is bring our companies along with us, because they are in this old mode of: *This is the model. This is the way we work.* But the roles are changing and if we aren't on top of it, we will lose our best and brightest people."

"You've got a lot of people that are at their rope's end. Just going on year three of a pandemic, they're just exhausted from childcare to cabin fever to you name it. So, part of this is yes, you want

them to unleash. But at the same point, a lot of it is just letting them recover from a trauma. That might mean the thing doesn't get delivered on time and schedule and being comfortable with what that means and putting them first in their mental health. I think it's unleashing, but it's also figuring out: How do we help heal?"

"There are all these wellbeing programs and really the wellbeing that I want is to be able to shut my computer off at 5 p.m."

"You've got to support employees to continue to grow and do what they want to do in life. You can't be the roadblock to hold them back."

HIGHER ED

"I'm trying to find a way to reframe this *great resignation* phrase that seems to have gotten into every headline. I don't like it because it's backward facing. It's about what you're leaving rather than what you're trying to go toward. The *great flex* is my alternative to the great resignation."

"I really dislike the term, the *great resignation*. I agree because it's backward looking. It sounds like a concession. It also is something that a lot of leaders can hide behind because it's like, *Oh, I don't have to change my managerial habits because there's this big phenomenon that everybody's just quitting.*"

"I have faculty colleagues who are stressed to the max. They've been working day and night, trying to figure out how to adapt and change their styles and things. We've got parents, particularly moms, that are trying to juggle way more than they've ever had to juggle at the same time."

"Another reason that a lot of our faculty are even more stressed out is because they love these students. They want to communicate, they want to grow these young people. And with the technology getting in the way, they're feeling like they're not doing as good a job teaching as they should. So they're taking on that new stress as well as all the personal stresses."

"There's just not enough mental health counseling. We've never taken that seriously as a country. And I think when we get back and somebody will do some academic research on this, we're gonna find out we've all got low-key PTSD from these past few years. And it manifests itself in different ways."

"But, just as professors aren't trained to be teachers, professors are not trained how to be therapists. People are coming to me and all faculty saying, *Your students are facing these issues. Please help them. Your students are under stress. Please help them. Your students are questioning their futures. Please help them.* And professors are saying, *I'm an accounting professor, for God's sake, debits and credits. And now you're asking me to suddenly be the person to help a 19-year-old, discover the meaning of their life or deal with their depression and anxiety?* They're not saying, let's

hire a thousand therapists. They're saying, let's tell teachers that they're now the therapists. And I think we're really unprepared for that role."

HEALTHCARE

"I've heard of a community hospital in the Los Angeles area who was giving \$30,000 sign-on bonuses for nurses. That's pretty extraordinary."

"From the nursing side, that's cognitive dissonance on steroids, because nurses are wondering, Where did this money come from? How did you manage to rearrange salaries? How are you in somehow parts of the country paying travel nurses \$200 an hour to work on night shift? Where, where did that come from?"

"What I've seen that's been successful is when leaders are really leaning into their soft skills, really being empathetic and taking that humanistic approach to acknowledge and validate their workforce and build that resilience."

"The industry is giving a lot of people reason to step out, but we're not giving them reasons to step in. How does the employer recreate its value proposition for someone to be excited to work with them again, or to work for them?"

"One of the things we learn when you read about travelers in nursing: the travelers themselves can customize a bit more of their schedule when they're in the hospital. Our permanent nurses, their schedule is very set. Some of these travelers they're being allowed to pick their days. There are a lot of financial benefits to being a traveling nurse, but they are also getting some benefits of being able to personalize their experience."

"It's often the point-of-care manager, the person closer to the direct-care nurse, who gets it. And what they're doing is they are realizing that meaningful recognition is what's meaningful to the individual. And that recognition isn't necessarily about an award or having your name on a plaque. For some people it's scheduling flexibility, for some people it's recognizing their value. And what is that value worth to us as a unit? And generally what they find is that most team members will agree to that. *You need to leave early because you have to pick your kids up at school? That works for you.* But for me, I either need to leave early because of school, or I need a scheduling accommodation because of caring for parents, and so forth. That's the personalization that ends up working. And I think the travel nurse piece has just been an accelerant and just magnified it that there's a lot of that happening underneath."

"I don't necessarily think it's a great resignation. I think it's more of a *great realignment*. And I think we've got an opportunity here to really unpack what is important to our employees and start with that. And then maybe that will improve patient care, leadership issues and some other things that kind of evolve from it."

What do customers, students and patients want?

SUMMARY

- Students today worry about failure, uncertainty, death
- With all the chaos and uncertainty, one of the biggest challenges is mass depression
- People want to know you care about them and will listen to them

CORPORATE

"It's all about customers. And there's no question in my mind that a potential customer knows more, in many ways, about what your business offers based on their own independent research than the sales people who are trying to sell them."

"Consumers are also employees. And so that's why the level of expectation has gone up, not just for what they expect from their product, but to what they expect from their employee. A lot of these big CPG companies, as an example, have been around for almost a century. And when they started, they started solving an issue for those times. As they got bigger and bigger and bigger, the center of gravity of decision making went further away from the consumer and deeper into the C-suite. And that's the problem. When we talk about inclusion, we talk about getting the people who actually know what's happening on the front lines to be part of the decision-making process, which isn't happening today in the hierarchy of how normal corporations and organizations work."

"We're talking about the consumer as if it's one person, but it is a cacophony of opinions and perspectives. And if you're a mass market organization, that may be a difficult place to play, because you appease some and you alienate others. So how do you address the market in a way that's going to be scalable? Or is that out the door now?"

"I'm not sure a lot of these companies in all of their innovation are addressing needs. They're just trying to address shelf space."

HIGHER ED

"Students today worry about failure, uncertainty, death."

"I always ask students, *What are you afraid of?* and turn it into a word cloud. In Fall 2020, the common words were future, Covid, online, time, classes. Spring of 2021, failure's getting much bigger here, uncertainty, and now you're starting to see words like loneliness, unremembered, unhappiness. Then this is the one I did just a couple of weeks ago. Look at that. *Future* and *failure* are by far the most common words. I mean, these are kids who are 18 years old. And what they're thinking about is future, failure, uncertainty, death. When I started college, I was like, yippie, let's go, let's have fun. But the kinds of weights that are on these students right now is unbelievable. This

is where their minds and hearts are right now. And we're gonna be dealing with this for a number of years."

"Given global warming, this existential crisis that young people are experiencing ... it underlies everything. And then all of the traditional stresses, let alone the additional stresses that came up because of COVID. It's something we can't ignore as we think about young leaders."

"Mental health ... having endured the pandemic, and just the radical change of lives ... wages have gone up tremendous in the last couple years, but inflation has gone up higher. So people who thought maybe they're finally getting further ahead, but then realizing that they're actually falling further behind. There's also political tribalism. The biggest challenge that we have to address in society is actually a mass depression."

"My response has been that this is a completely reasonable reaction to the time we're in. This is not some mental health disorder that you personally are suffering. We're in a global pandemic. Climate change is real. Society is crumbling. Your institutions haven't served you. Anxiety feels like an entirely reasonable response."

"We have pigeonholed the younger under-22s so badly. They have massive senses of duty. I think they have masses of a sense of responsibility to the environment, to each other. And I don't think we give them enough credit for that."

"One of the things I'm seeing that's different from a classroom perspective: students kind of want what they want when they want, how they want it. I think this gets to the personalization. We've got to be a lot more flexible in our delivery and perhaps the new term that emerges is the *hyper flex*."

"Whose job is it to make content more engaging for students? I'd be interested to know how the impact of multitasking and social media have affected kids' ability to concentrate in a classroom."

"There's always been something that students could multitask. When I was in school, people brought comic books, crossword puzzles, and so forth. Today, it's just different. People say, I didn't get in this to be an entertainer. But I think this is part of the reality. We've got to find ways to reach the students where they are and bring them up to where we want them to be."

"I think we have to do more to connect the dots. From my perspective as a business professor, we require our students to take a number of liberal arts classes. And then we expect that they know what to do with them. Accountants might say, I don't understand why I need to take that history class or theater or something. We expect that they'll connect the dots on their own. We have to be more overt at helping them connect those dots and understand why they need these classes."

"One of the things that makes it a very different classroom experience is if the students feel that the instructor cares about them. One of our best teachers who is memorialized with a named classroom in this building taught accounting. Those kids didn't necessarily love accounting, but they remember her as the highlight of their college career because she just cared so much about them."

HEALTHCARE

"We're talking about the personalization within the system that delivers healthcare. We don't talk a lot about diverse populations. That is the personalization of the consumer. And this is where we have a disconnect in healthcare. In every other industry, it's the consumer that drives what's being provided. Yet, in healthcare, we tend to group these clusters of patients and assume we know what it is they want. How we're rewarded drives what services we're delivering instead of asking the patient or the community, what is it that you're looking for?"

"What does good healthcare look like? Is it about access? What does equity in healthcare look like? What we've got is a hammer and the way I get paid is by joint replacement. So mobility and diet and all these other things upstream to keep you from having to have a joint replacement really doesn't come into the equation. So I think the big issue here is that we miss the consumer in this, because frankly it's not the consumer who's paying for the healthcare. It's the government or insurance companies or employers. So we listen to them instead of listening to the individuals that are actually consuming health."

"One of my frustrations with so-called patient satisfaction, is we're asking them, *Are you satisfied with the services that we're delivering?* We're not asking them, *Are we delivering the right services?* That's two very different questions. *Hey, you had meatloaf today, how was the meatloaf?* Not, *Would you have rather have had something other than meatloaf?* I don't think we're asking the right questions."

"But what surprises me about healthcare is why haven't we taken what we've learned about serving our patients and applied those same principles with a sense of urgency to serving our employees."

Where do we start? With the environment or the individual?

SUMMARY

- Everyone sees the importance of both the environment and the individual
- Opinions were mixed about where to begin
- "It's only the individual that's going to be in a position to impact the environment."
- "I was thinking of it from the perspective of an organization permitting people to be individuals."

CORPORATE

"I run a startup within my organization. A group came to me and said, Hey, we want employees to be more innovative. Can you help us design a course to help employees be more innovative based on your team's experience? And my first reaction is, if you go out and preach to employees and teach them how to be innovative, but their leaders are not ready to embrace their ideas and run with their ideas and do something with it, that will be counterproductive. It's going to turn them off. And now you've set them on a path to leave. For me, you've got to at least have enough of the environment that can nurture it in the parallel with unleashing of the individual."

"I think the work in the environment is about trust-building. It's about showing positive intent. It's about showing and demonstrating that this stuff is really important to this organization. We care about you, but in my experience, you can't make someone feel a sense of belonging. You can't engineer that. You can give them the outer environment that they can thrive in, but there needs to be attention paid to their inner environment as well. So I say both."

"It takes that first person that stands up. Somebody that has an opportunity to start something and to tell people it's okay. And then more people doing it and then the environment being created. But if you create an environment, I can think of so many failed programs that companies offer that go nowhere. They spend a tremendous amount of time on a new mission statement. This is our new program about how we're going to work, or whatever. But if people don't buy into it because they didn't really feel like they could understand why this was even relevant to them, it was just something that somebody thought was useful in the background. It seems like it really does start with people, essentially."

"Culture is how people think and act and what gets rewarded and furthered along. And you have a culture, whether you manage it or you don't. And I think you have to give the individual the behaviors that you have to emulate to close the gaps from what the culture is to the culture you want. You've got to make sure that your framework, your processes and your systems reward the behavior."

"The individual defines the environment, and the environment defines the individual, and they have to be cohesive and work together."

"The individual has unleashed full capacity started to work on restoring human dignity, to the extent they can, given that whatever their particular conditions are. So, for me, it's the environment that needs to catch up to the individual."

"I see the two to be working hand in hand. Especially from my vantage point of creating environments where they feel inclusive and employees feel as if they have a sense of belonging, while simultaneously encouraging employees to show up in their true nature."

"A lot of the times when I've seen this fail it's because leadership will roll out some kind of glossy program that says, *This is what we expect*. And that leads to compliance. It doesn't lead to adoption. And so you've got to meet the individual where they are and cultivate a desire to actually want to reflect that what you're trying to cultivate or bring about in the environment. So I think you have to start with the individual and I really believe that's what's been missing for so long."

"In order for an environment to materialize, there has to be some individuals in the leadership who are willing to change to create a different environment. So I kind of thought more about the idea of saying, you know, yes, you need to work on the environment, but it won't happen without individuals being inspired as leaders to push back or to do something different."

HIGHER ED

"A good leader creates an environment that allows individuals to be individuals. So I think you need that one leader (or set of leaders) to set the tone in the environment that frees up individuals to feel like they can be individuals. So, it starts with one or two individuals, but ultimately I think we need to create the environment."

"If we want to be person centered, we should intentionally start with the person. If we go too fast to create an environment, we're just going to have to deconstruct and reconstruct it again a little bit later when we figure out that it was based on our experiences, knowledge and values of the past."

"I think being person-centered is the entry point, but I'm coming at this like an architect where you have to have conversations with the people to know what you're trying to design. Otherwise you are inevitably going to design something that doesn't serve people, but you are designing a system. And so if you don't come into it with some systems thinking, then what you will have is just kind of an anthropological collection of generalized depression."

"My belief is that individuals shape the environment. And part of shaping the environment is that you ask the individuals, what kind of environment do you want to create? It's going to take all of us to create the kind of environment that we want. And that means that as a leader, or if you're in a

leadership role, you need to ask that question. *What kind of environment do we want?* And are you willing to buy into that? Because at the end of the day, it's going to take you as the individual to help create that environment."

"The institution is abstract, right? The institution can't act, but the people in the institution can. And I think one of the challenges in universities, especially when it comes to university teaching, is that most university teachers were not really trained to be teaching. They were not trained in pedagogy."

[Related to allocating resources to hire more mental health professionals for students, rather than relying on professors to fill that role]: "Somewhere in the institution, somebody's got to make the choice to give up power, to give up some of the resources that are coming their way to be able to direct those resources where students need it. And that means that everybody through the institution has to do a checklist: *Do I really need to do this? Maybe we don't have to keep that program going. Maybe we can shut that down and channel the resources this way because that's where we see student need.* I haven't seen universities do that and that's because individually people don't want to confirm their own irrelevance."

"I went with the environment, because I feel like you can't really unleash the individuality of a student without creating an environment that allows them to do that."

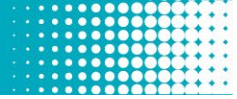
HEALTHCARE

"I would start with the umbrella of the environment and then drill down and would hope that some of the environmental strategic decisions that are being made and discussed could have those positive influences on the individual."

"I would say both, for a couple of reasons. If you want to get people thinking differently, you need the individual. We know all rumor mills start with one person and then you play telephone and it keeps going, so you need the individual. But you will also need to match it up for that consistency with your environment. So I think you need it on both fronts and you're not going to be fully successful in one or the other."

"I've been in the hospital system for now almost six years. There are many times when there are great individuals with great ideas and we want to move them forward. And very quickly we run into things dictated by the environment -- standards that you have to conform to. And yes, it will take individuals to change those standards. I spent most of my career in retail before this. But I'm realizing in healthcare, the payer (CMS, Medicare) sets the tone to a great extent. And, and at times it will limit the innovation that the individuals can create."

"I'm not a fan of binary choices to begin with. I think they force us into corners. It forces us into a linear, *this has to happen before that*, which automatically also starts extending time. They intersect, they're complementary and so environment and individual happening in parallel, but



almost like a helix, they're going to continue to intersect with each other, as things move along. Sometimes it's going to be driven by environment, but sometimes it'll be driven by an individual piece and that keeps things moving forward."

Various solutions shared throughout the discussions

Summary statements lead each item below.

CORPORATE

Trust your people: "I do a lot of work with HubSpot. They have absolutely allowed individuals to be individuals. If you're running a marathon and you want to take every afternoon off for two months, cool. Do it. No problem. They have no vacation policy. You just take what you need. You let people know you're going and tell them when you're coming back. They were voted the number one place to work in all of the United States by Glassdoor. They seem to be doing it by activating personalization. I don't read it as individuals going rogue. I read it as an organization activating personalization."

Notice what holds people back and give them other options: "From my world, we do a lot of focus groups for our clients. One of the key segments that we want to look at on a regular basis are members of the Spanish-speaking community. We found out years ago that if you put them into a natural focus group setting, there is a tendency to not give an opinion. They'd rather go with the group in order to play nice with everyone, to be collegial. And so we figured out: let's invite them to the group, but then let's also give them a diary to take home for the next two or three days, to elicit their thoughts while in their own private environment."

Be the one who says no: "When team members are overwhelmed and feel like they can't say no to requests: I actually feel like that's my job as a leader, to say no on behalf of my team. I've told them to let me be the bad cop. I will tell everyone no. Tell me who you want me to tell no to. I've gotten really good at it because people do they feel like this burden where they can't say no."

Give people a day to rest and/or to learn: "People need the time to develop. Give them a day and that day can be to recover or for learning. 1 billion people need to be retrained, re-skilled or change roles by 2030, based on the World Economic Forum. If we don't give them time now, and we don't build to it slowly, by the time things come, it's going to shift too quickly and we will not be able to be prepared for the transformation. So that's a big component is also the resting piece, but also the allowing them the time to keep learning."

Be vulnerable: "Leaders: if you really want me to follow, show me that you can be vulnerable, show me that you can actually be a servant leader, and show that you care about me, the individual, and you'll get a lot more from me."

Seek input from outsiders: [If you need innovation]: "An outsider has an enlightening perspective. They can evaluate the system from without, and therefore have a potentially more objective insight. When someone is not just trying to think outside of the box, but actually doesn't even perceive the box, they have an opportunity to create and produce innovation."

Ask new people for their ideas: "Everybody who is new to my team gets a 30, 60, 90 day onboarding plan, and we talk about results and expectations and all of that. But I also have all my new people do a SWAT analysis and gather information over their learning period. Then they come back to me with questions, like: *Why do we still do it this way, or have you ever thought about changing X, Y, or Z?* And it just helps us stay innovative and helps us keep that fresh perspective, because you only get one chance to have a fresh set of eyes. So I found that to be a practice that's been really, really helpful."

Make the case for your expertise: How to solve the "you have to have this degree or this experience" short-sighted thinking [from someone in sourcing]: "If nothing else, use the word adjacency. If you don't have that degree, what have you done that's adjacent to that degree? Whether it's work experience from a military background, a trade school, what have you. There are many things that are similar that will benefit within that position. Give people opportunities to see how their experience fits."

HIGHER ED

Create a middle environment: "I have an example from my own education. I went to an interdisciplinary Ph.D. program. I was trained as an architect. I got pulled sideways into engineering. We were a first generation of students coming out of an interdisciplinary Ph.D. program and not a single one of our professors had a multidisciplinary background. The academic system didn't reward interdisciplinary beginners. You weren't a good enough engineer and you weren't good enough at policy. That system didn't reward individuals. I think you have to set up some alternate system. I think there's maybe a hybrid in what we're talking about. It's not that you either change the environment or change the individual. I think you create a middle environment, some alternate system to flex around the edges, give safe space to those folks who are going to emerge as leaders. It's like creating a life boat. So you're not rebuilding the boat you're on. You can actually get off, look at it and then patch and repair or make changes. But I don't think we have a way of having those conversations without ending up in cycles of like power struggles or anxiety or, you know, collective depression."

Modernize: "The most innovative professor we have on campus is our Latin professor because she knows she is a dying breed. We'll never replace her when she retires. But she has figured out how to innovate. She's done Latin for Law. She's done Latin for Science, Latin for Careers in Medicine, Latin for Nursing. I mean, she has come up with so many creative Latin courses, because she's creative. But so many people, their head is in the sand and they just will not figure out ways to modernize."

Challenge people by not giving all the answers: [Student perspective]: "Students tend not to be skeptical enough. We just believe everything that the professor says because we assume they have the knowledge. What I've seen that's been really effective is a few professors have given us readings that are not good in terms of research methods, they reach conclusions that aren't

credible. But the professors don't tell you that. So you read them and you have all these questions and you come into class and you say, *I didn't really agree with that*. So it makes you start thinking critically because it's not something that you just believe off the bat. But once that is introduced, then you start doing that for every reading, because you realize you don't know if the professor is giving you something that you should believe. You're just given information."

Learn along with those you teach and lead: [Student perspective]: "I was in a class last semester called Philosophy of Hip Hop. It's a new class and the professors were learning the material with us. They had never read the readings they assigned. So they would read them like we would read them, before class. And when we got to class, it was a discussion-based class. We were learning together. That made it much more engaging. It felt more like a collaborative process where we're all learning and it's dynamic. That's an example of something a professor can do to create an engaging classroom."

Put students (employees, patients) on advisory boards: "To the point about how we're really just moving so fast at this point that it's hard to keep up with everything. But one thing you can do is always go to the students. I'm assuming every university has advisory boards. I think we should be putting students on these boards. I really do think it's important to have students in positions where their input matters."

Create a bill of rights: "In healthcare there's a patient's bill of rights. We don't have that for students. I think we should start thinking about what those would look like. And the process of thinking about that could help us solve a lot of these challenges."

Re-think some of the most-entrenched ways of doing things: [Student perspective]: "Change from high-stakes grading (midterms and finals) to lower-stakes grades (weekly assignments). Change the GPA system overall, because it doesn't reflect a person's true potential and it causes more stress than necessary. Change the way classes are scheduled, from taking five at a time for a semester, to taking one at a time, daily for 2-3 weeks."

Find new ways to accomplish the same thing: [Professor perspective]: "Since the pandemic, I don't do tests anymore. It's all work that students can do on their own. There are deadlines, but they can do at their own pace to prove that they are mastering the material, a lot of written assignments spread out throughout the semester. There's something due every week, so they can't fall behind, but I don't want them to be stressed out worried about memorization regurgitation. I want them to learn about or focus on learning an application."

HEALTHCARE

Seek out multiple perspectives: "My team represents all age groups. This was serendipitous: we did not realize this until about maybe a year ago that we've got 20s, 30s, 40s, 50s, 60s. And we realize that that's a secret tool. We've had other people come to us, wanting to see what my multi-decade group thinks of certain ideas. And I just stepped into it, but I realized the value of that. And that's

something that we are talking about in some of the outer groups that I relate to. So I think that's a really relevant piece."

Learn from those with different perspectives: "I like the word generational, for some reason. Are there things people *my age* can learn from other generations? I ask myself that question at times in the workforce as an executive: *How do I make myself more relatable?* So I'm not the old lady walking around the office with draconian ideas."

Use metrics to spark conversation: In response to the challenge of improving health outcomes to diverse patient populations: "In California, the government is starting to regulate that. Now you have to provide data about your labor and delivery statistics for different ethnicities. You have to have committees, you have to give patients certain notices. That will drive change. I do think we've seen a real groundswell of individually driven conversation on this disparity. I would predict we're going to see more and more regulation of the environment in this space and that the conversation continues."

About GLLG®

GLLG is a nationally recognized workforce development and business strategy consulting firm that develops high performance leaders, teams and cultures focused on inclusion and the power of individuality.

As markets began to shift faster and faster, it was evident that the traditional approaches to leadership and business growth simply did not work as effectively as they once did. One seismic shift became clear: it was becoming less about the business defining the individual and much more about the individual defining the business.

Based on the need for a new way of doing business both from a human capital and business strategy perspective, GLLG first began consulting with corporations in 2007 and today is responsible for the Leadership in the Age of Personalization movement.

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Entrepreneur Forbes

About Glenn Llopis

Glenn Llopis (pronounced 'yo-pes) is a Cuban-American executive, entrepreneur, senior advisor and speaker to Fortune 500 companies and organizations in retail, consumer packaged goods, healthcare and beyond. He is also the bestselling author of the books Earning Serendipity, The Innovation Mentality, and Leadership in the Age of Personalization. In 2022, Glenn will be introducing his forthcoming book, Unleashing Individuality. He has been a leadership strategy contributor to Forbes since 2010, and contributes to Harvard Business Review, and Entrepreneur Magazine.

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Our Solutions

GLLG develops leaders who know how each individual employee's unique capabilities and competencies should influence the organization's mission. We design organizational cultures focused on personalization - to most effectively drive change, elevate engagement, attract and retain talent, stimulate growth and generate new marketplace opportunities.

GLLG's leadership movement places a premium on the employee's freedom to influence in ways that represent their own individuality.

GLLG SERVICES		GLLG METHODOLOGY APPROACH				
Training: Onsite, Virtual and Online		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Senior Leaders: VP+ (including board members)		✓	✓			
Directors: Executive, Sr, Director		✓	✓	✓	✓	✓
Managers: Sr. and Manager			Preview only	✓	✓	✓
Individual Contributors: non-people leaders; early in career			Preview only	✓	✓	✓
DEI: Employee Resource Groups				✓	✓	✓
DEI: Executive Sponsors		✓	✓			
<i>Note: we offer a comprehensive Facilitator Guided train-the-trainer program in support of the GLLG methodology.</i>						
Executive Coaching		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Senior Leaders: VP+ (including board members)		✓	✓	✓	✓	✓
Directors: Executive, Sr, Director		✓	✓	✓	✓	✓
DEI: Executive Sponsors		✓	✓			
Coaching		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Managers: Sr. and Manager			Preview only	✓	✓	✓
Individual Contributors: non-people leaders; early in career			Preview only	✓	✓	✓
Keynotes		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Unleashing Individuality		✓	✓			
Leadership in the Age of Personalization			✓			
Transforming Business Models		✓	✓		✓	
Navigating the Workplace				✓	✓	
Personal Branding				✓	✓	✓
Consulting		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Leadership & Business Strategies		✓	✓			
Talent Strategies		Preview only	Preview only	✓	✓	✓
Culture & Systems Strategies		✓	✓			
DEI Strategies / Employee Resource Groups		✓	✓	✓	✓	✓
Thought Leadership		✓	✓	✓	✓	✓
Summits (Thought Leadership)		5 Indicators	5 Shifts	4 Skills	6 Strategies	4 Questions
Client Summits		✓	✓	✓	✓	✓
Annual LAOP Summit		✓	✓			