



Applying the Disruptive Israeli Innovation Model to re-inventing Corporate Education

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Abstract: Hailed as the “worlds laboratory”, Israel has an enviable reputation as the Start-Up Nation, providing evidence of economic success through authentic entrepreneurship, cutting edge inventiveness and “out of the box” thinking. The ability to understand and identify the generative challenge, plus the ability to zoom in and zoom out through audacious leap goals and generative inquiry and debate delivers astonishingly creative and innovative results! The secret ingredients behind this tiny nation’s global success and leadership in disruptive high tech innovation through its “provocative competence” will be revealed. How can it be emulated, enacted and embodied within an innovative corporate culture development and learning context will be illustrated. By The Start-Up Game™; a business simulation that integrates adult and experiential principles with gamification processes that builds innovative leadership and start-up entrepreneurship within a business eco-system context. By the Coach for Innovators Certified Program™; an e-learning program that utilizes Theory U to teach leaders how to teach others to Be Innovative. Our presentation will be non academic and embody a pragmatic business context.

Keywords: Being innovative; innovation competences; innovative eco-systems; innovative leadership, entrepreneurial leadership, entrepreneurship, start-ups, innovation management.

Why;

There is a considerable amount of information available on why Israel has developed such disruptive innovations and a culture of entrepreneurship, and little, in the cultural and leadership context on what drives this and how it has evolved. We have researched, deciphered and modelled the intrinsic motivators, mindsets and behaviours to share and replicate with corporations globally.

About Janet L Sernack

Janet Sernack is the Founder & CEO of ImagineNation™, an Israeli Start-Up; a generative & provocative global learning company that allows coaches, managers, leaders & organizations to develop their innovative leadership and entrepreneurship capability. She brings the innovation management process “to life”, by partnering with clients, to custom design a range of targeted & specific corporate learning processes, including online tele-seminars (The Coach for Innovators™), theory based webinars, experiential business simulations (The Start-Up Game™) & awareness building Innovation Labs.

She gained her consulting, education, facilitation, training & executive coaching skills, from over 30 years of experience in the manufacturing, retailing & learning businesses to some of Australia’s & Israel’s top 100 companies.

She now resides in beautiful Zichron Yaakov, on the Mediterranean Coast, in Israel with her husband, two dogs & pussycat.

White Paper

1. What is disruptive innovation and what causes it?

Waze, a “lean” Israeli Start-Up, recently won the Best Overall Mobile App by the GSM Association in the 2013 Global Mobile Awards at the Barcelona World Mobile Congress.

Waze is in the data collection and sharing business, they initially obtained maps from an open source, and then collected data via crowd sourcing to determine road closures, heavy traffic and even speed traps, in addition to its navigation functions.

In May 2013, they were in advanced negotiations with Face book to purchase their business for \$1 billion. In June they completed a sale of their business to Google for approximately \$1.15 billion.

Waze is a disruptive innovation;

Wikipedia describes it as “*an innovation that helps create a new market and value network, and eventually goes on to disrupt an existing market and value network (over a few years or decades), displacing an earlier technology*”.

Why is Waze disruptive?

Creating maps is an extremely expensive business. Because of this, the number of companies in the world who actually own global maps can be counted on one hand, because only they have the time and resources available to create them.

Waze makes the process far more accurate, constantly updated, and essentially free.

The consumer builds the maps as they travel; updates are also made in real time, giving users of the app an up-to-date picture of the road network.

Routes suggested by Waze are much more intuitive; they take into account current driving conditions, as reported by other users.

And because the data is provided free-of-charge by consumers, Waze’s costs are inordinately lower than if they had to create this data for themselves.

Upon winning this prestigious award, they stated;

“It takes 40 million drivers to make a great service that impacts the world, and that’s just the beginning. Imagine what we’ll able to do at 100 million.”

What if Waze builds a real-time, constantly updated map of the world’s land, air, and sea and rail traffic?

Disruptive innovations are caused by people who dare to dream, and to keep on dreaming, no matter what!

They apply and practice these qualities in “real life”. They tackle big markets with big ideas, to find new ways of doing things, solving problems and transforming current ideas processes and solutions.

They live and flow with instability and uncertainty, which in Israel, has become a way life, earning it the reputation of being The Start-Up Nation!

Steve Blank describes a “lean” start-up as “favoring experimentation over elaborate planning, customer feedback over intuition, and iterative design over ‘big design up front’” developments.

There are currently more than 4,500 “lean” start-ups being developed at this very moment, in Israel.

We decided to explore how these phenomena could be applied to creating entrepreneurial and innovative corporate leaders.

2. Facts and Figures about Israeli Innovation

2.1 Global Innovation Index (GIL)

GII 2012 Results for Israel

Key Indicators		
Population (millions)		7.6
GDP per capita, PPP\$		31,004.6
GDP (US\$ billions)		245.3
Scores		Ranking
Score (0–100) or value (hard data)	56.0	17 (GII 2013 ranks 14)
Rank Global Innovation Index 2012 (out of 141)		
Output Sub-Index Innovation	50.5	13
Innovation Input Sub-Index	61.5	17
Innovation Efficiency Index	0.8	38
Global Innovation Index 2011 (out of 125)		14
GII 2012 rank among GII 2011 economies (125)		16

GII 2012 Results for Israel in Detail

Key Indicator	Score	Ranking
1. Institutions	67.2	47
2. Human capital & research	66.5	4
21. Research & development (R&D)	94.3	1
3. Infrastructure	54.2	21
4. Market sophistication	64.9	9
4.1 Venture capital deals/tr PPP\$ GDP	288.8	3
5. Business sophistication	54.8	19
5.1 Knowledge workers	83	4
5.2 Knowledge creation	72	6
6. Knowledge & technology outputs	57.2	10
7. Creative outputs	43.8	27

The GII 2012 recently reinforced the need for:

“Collaboration, the flow of ideas between different innovation factors, and access to knowledge is all increasingly important ingredients of innovation. So-called innovation ecosystems have

become more complex and are now built on more internationalized, collaborative, and open innovation models and knowledge markets.”

The 2012 GII report also underlines the importance of linkages and of supporting the optimal infrastructure for these innovation ecosystems, which is becoming an emerging global business model for effecting innovation.

2.2 The Israeli Business Eco-System

In the current turbulent, uncertain and unstable globalized business environment, one of the greatest challenges ahead is to find a balance between the two potentially conflicting responses of:

- Reacting by reverting back to the “survival of the fittest” power and control based strategies,
- Contributing and collaborating towards co-creating responsible strategies that proactively deal and “work with”, the pace and speed of change and globalization.

Nature provides us with a solution to achieve this type of balance:

Wikipedia describes an eco-system as “a dynamic interactions between plants, animals, and microorganisms and their environment working together as a functional unit. Ecosystems will fail if they do not remain in balance. No community can carry more organisms than its food, water, and shelter can accommodate. Food and territory are often balanced by natural phenomena such as fire, disease, and the number of predators. Each organism has its own niche, or role, to play.”

At ImagineNation™, we spent 2 years researching, deciphering and evolving the concept of innovative business eco-systems. We explored how to apply this approach at the individual, team, and organization, societal and national levels as a more effective way of creating a sustainable and responsible future.

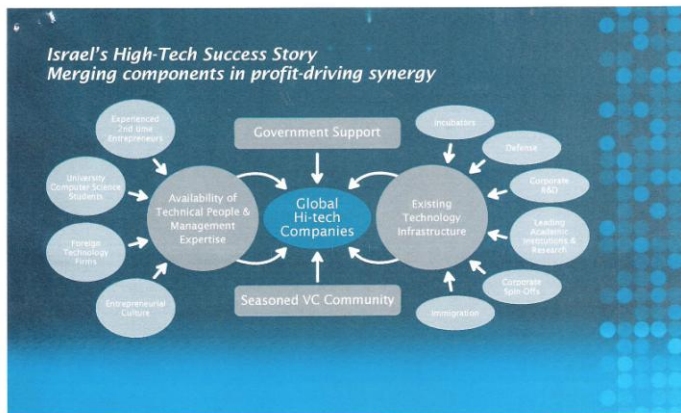
We discovered that the concept of a business eco-system transcends systems thinking. It embodies and enables us to enact a more practical approach towards enabling contribution and collaboration and the flow of ideas between the different elements of innovation.

As our case study, we researched how Israel, the “lean” Start-Up Nation, successfully evolved the Michael Porter concept of economic clusters into a unique collaborative and co-petitive (combination of co-operation & competition) innovative eco-system.

This has been achieved by its necessity driven, unique entrepreneurial cultural attributes, the knowledge and optimism of its most valuable resource, its people and structured government, defense, education and VC support initiatives.

Israel is a tiny, resource poor, often misunderstood and isolated nation, which has pioneered the development of the innovative business eco-system to create high levels of social and intellectual capital and a strong sense of community. Its ability to contribute globally through its disruptive high tech technological innovations in the information, medical, agricultural and energy, transportation and communications sectors is unrivalled.

Israel has leveraged its adaptive ability to react speedily and nimbly to an ever changing and often hostile reality by focusing on the possibilities and opportunities inherent in instability and uncertainty. It has broken through obvious geographical and logistical constraints, and created cultural shortcuts to accelerate innovation and set the foundations for co-opetition.



Israel operates from a business ecosystem where all of the pieces and parts that support and enable people and businesses to be adaptive, sustainable and successful in an uncertain and unstable world.

Our research revealed that understanding, developing and leveraging innovative business ecosystems creates significant benefits that enable individuals, teams and organizations, and nations, to:

- Find new ways of responding to and balancing the fluctuating levels of uncertainty and instability now occurring at all levels of business and society globally.
- Generate imaginative solutions to business challenges, key problems as well as to improbable and unexpected events.
- Invent something that may not have existed previously.
- Re-invent or reenergize organizations and industries.

As a result of the research, culture deciphering and analysis, we designed and developed the ImagineNation™ Innovate like an Israeli (ILI) Learning Model and Learning System. The final outcome of applying this learning model and system is the development of an innovative culture and business eco-system.

These are the four key attributes present in the innovative Israeli business eco-system;

- Passionate
- Emergent
- Experimental
- Courageous.

2.3 Israel's key cultural attributes

Defined by Edgar Schein: *“Culture can be thought of as the foundation of the social order that we live in and of the rules we abide by.”*

A nation’s culture is described as a macro culture and as such becomes more stable and ordered because of the length of time it has existed.

In the case of Israel, it is recognized as a cultural “salad bowl” that is a hybrid fusion consisting of more than 70 different nationalities - not including sub cultures - all thrown together within a short time frame of 65 years.

This suggests that Israel is “a work in progress” and is still developing its own unique pattern of shared basic assumptions. Ultimately Israel will consolidate its current diffusive culture into a

range of more definite and defined patterns. Currently it is being constantly disrupted in its ability to solve its problems of external adaptation due to:

- The high levels of adversity it constantly faces.
- The need for the effective internal integration of its essentially migrant and diverse population.

Therefore, Israel is not bounded by any one accepted or correct way to perceive think and feel in relation to its problems. This inherently brings about another set of challenges including national disunity on the political, social and religious fronts.

Yet, it also suggests that the Israeli culture is a “melting pot” of extreme differences, and as a young country, is still in an early phase of its cultural evolution.

This tends to make it flexible and adaptive, nimble and responsive to change and uncertainty. It is also a hot bed of inventiveness, experimentation and entrepreneurship. People constantly explore and experiment embedding more common ways of perceiving, thinking and feeling.

In Israel, the range of basic behaviors, thoughts and feelings are expressed in the “core messages” that are transmitted internally and externally to the world. These have become an essential part of its still emerging and often chaotic “cultural DNA”.

Israel is considered *“The estuary region where rigid order and random chaos meet and generate high levels of adaptation, complexity and creativity.”*

Utilizing Professor Edgar Schein’s methodology, and integrating it with the observations from our own informal and formal research studies and the results of Geert Hofstede’s global research survey, the following cultural attributes can be described generally about Israel.

- Fluid and agile culture dancing on the edge of chaos.
- Strong affiliative networks for life.
- Experimentation vs. standardization.
- Both visionaries and patriots.
- Debate and disagreement are a way of life.
- Learning from failure.
- Determined informality, candor and assertiveness.

“What makes the current Israeli blend so powerful is that it is a mash up of the founders patriotism, drive, and constant consciousness of scarcity and adversity and the curiosity and restlessness that have deep roots in Israeli and Jewish history.”

Economic data supports the fact that not only has Israel weathered the recent global financial crisis; it has actually flourished during this time. Unemployment is around 6% and dropping, GDP grew at 4.7% in 2011, and with even slower growth posted 3.1% in 2012.

2.4 Defining innovation

At ImagineNation™ we define innovation is the result of a COLLISION between different internal programming, perspectives and thought patterns resulting in an explosion of creativity that leads

to innovative ideas and solutions! It occurs best when there is a powerful collision between the “need” (necessity) to change and create something new and different, with an awareness of what is, or could be “possible” (possibility).

Author and educator Gary Hamel states that:

“Successful innovators have ways of looking at the world that throw new opportunities into sharp relief. They have developed, often by accident, a set of perpetual habits that allow them to pierce the fog of “what is” and catch a glimpse of “what could be”.”

For innovation to result from this collision of “necessity” and “possibility”, it requires a unique mix of conscious awareness (seeing what is really going on), competence (knowledge, skills and experience) and deep courage (risk taking, audacity, boldness, trust, persistence and perseverance).

3. Overview of the Innovate Like an Israeli (ILI) Model & Learning System

3.1 Background and approach

We deciphered, defined and modeled the key attributes of the innovative Israeli business and eco-system and cultural attributes into a comprehensive corporate learning model and system. We then applied and integrated these into a coaching and corporate learning and development methodology that is the culmination of 30 years of corporate consulting experience and 6 years of intense global research and study:

- In the cutting edge emergence and innovation space.
- Offering the world’s first programs to utilize the Theory U as a structured learning process.
- Modeling and teaching the disruptive Israeli high tech innovation and entrepreneurial leadership.
- Integrating adult learning, experiential and gamification into innovative learning programs.

3.2 Developing provocative competence

In our programs we initiate intentional and constructive collisions that disrupt the status quo and cultivate peoples “provocative competence”.

This enables people to develop, manifest and maximize the “creative intelligence” and “generative capacity” required to *be* innovative. People learn how to challenge and question existing perspectives, programming and thought patterns in deeply disruptive and provocative ways.

This engages people in generative learning which involves;

- Linking existing knowledge with divergent and emerging ideas,
- Adopting an iterative, rather than prescriptive approach,
- Working with a “whole systems” and emergent perspective, by accepting, embracing and “working with” the current situation,
- Exploring “what could be” to allow new possibilities and creative opportunities for innovative responses to organizational challenges, to effect change, solve problems and innovate.

There are four generative methodologies that involve developing the innovative leadership and start-up entrepreneurship skills apparent in “lean” start-ups:

1. Challenging assumptions as well as the status quo to unpack and reframe the systemic issue or problem as a generative challenge and opportunity for innovation.
2. Learning new ways of paying deep attention to see and perceive the world through different lenses resulting in multiple perspectives that create openings and thresholds for innovation.
3. Inquiring by knowing how to ask deep, intentionally disruptive and generative questions, to then deeply observe, reflect, retreat & operate at the generative level where Flow is likely to occur.
4. Debating and using conflict and the potential for conflict, and disagreement and dissent to question, deviate, disrupt and challenge the operating logic, feeling and thinking patterns.

The outcomes of this approach create:

- Opening of new thresholds and “cracks” in the status quo. People are present to, and open to the possibilities that arise from the integration of their “non local intuition”, reason and imagination. They create a sense of something completely “new”.
- Liberation of “out of the box” ideas and solutions that raise the level of thinking. This creates openings that result in “right hand turns” or inflection points that create the shift from “incremental change” to “revolutionary leaps”.
- The space to crystallize a vision for innovation, and development of their innovative business model. Planning processes are fluid and “loose” and enable experimentation and the development of innovative prototypes.
- Ultimately people take “right action” and enact plans and embodiment their business brand.

3.3 Identifying the intrinsic motivation for innovation

The first step in developing these innovative leadership and entrepreneurship skills is to create the need or intrinsic motivation for change and innovation. We describe this as “necessity” – the mother of all invention. In our Israeli learning model, this embodies a deep sense of urgency and deep commitment to get the job done excellently. This is evidenced in the cultural traits by the deep sense of responsibility, the feeling of “*ichpat li*” or “*I really, really care*”.

It is enabled in Israel by the permission and freedom to express own ideas towards getting the work done!

3.4 Applying “The Innovators DNA” to the learning model for innovation

“The Innovators DNA” refers to the results of a six year study, by Jeffrey H. Dyer, Hal B. Gregersen, Clayton Christensen to uncover the origins of creative - and often disruptive - business strategies in particularly innovative companies.

This research identified five “discovery skills” that distinguish the most creative executives:

- Associating
- Questioning
- Observing
- Experimenting
- Networking

They found that innovative entrepreneurs (who are also CEO's) spend 50% more time on these discovery activities than do CEO's with no track record for innovation.

Our research reveals that underlying these five critical skill sets are the Innovation Being States or mindsets that drive the behaviors that result in the development of these "discovery" skills.

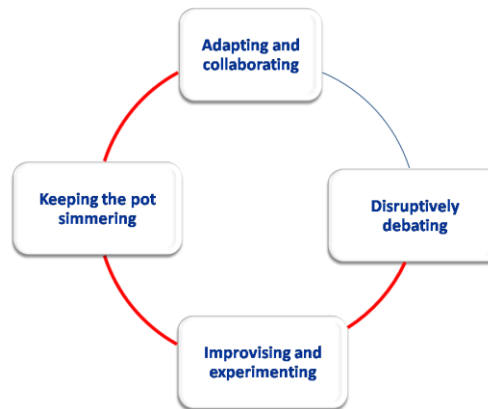
3.4 Key mindsets, behaviors and practices

Innovate like an Israeli mindsets:



Not Knowing	Challenging Convention	Permitting Failure	Embracing Diversity
<ul style="list-style-type: none"> • Present • Detached • Composed • Whole systems perspective • Analytical and intuitive • Threats as opportunities 	<ul style="list-style-type: none"> • Understands conventional reality • Confident to challenge paradigms • Disruptive 'what if' 'what else' thinker • Deviant thinker • Assertive and candid 	<ul style="list-style-type: none"> • Experimental • Trying is valued • Seeks never ending improvement • Strong belief in self, is fearless • Trusts the possibility • Flexible • Improvisational 	<ul style="list-style-type: none"> • Transparent • Openness to insights and ideas, new information and experience • Acknowledging of differences • Utilises 'what is' and what 'could be' • Facilitative • Encouraging

Innovate like Israeli behaviors:



Adapting and collaborating

- Responds positively to uncertainty, turbulence and instability and the possibilities for creative ideas and innovative solutions.
- Collaborates to create a deep sense of unity, care, inclusion belonging and loyalty.
- Manages interpersonal dynamics to express and tap into skills and knowledge to problem solve, improve and innovate.
- Crosses boundaries and builds bridges between formal and informal levels and hierarchies.
- Grows and fosters support networks and builds communities through teaming.

Disruptively debating

- Practices agitating critical thinking to generatively question and challenge thinking and the logic.
- Exposes and works with conflict and disagreement to hustle for breakthrough idea and opportunities.
- Creates disruptive innovative “right hand turns”, or inflection points ready for experimentation and prototyping.

Improvising and experimenting

- Improvises with untried relationships processes and ideas.
- Works iteratively by creating prototypes that solve problems and improve solutions.
- Ensures that learning and execution occur simultaneously by making midcourse corrections as new knowledge is generated.
- Unpacks people's fears of failure and supports them to fail fast to learn quickly.
- Is persistent, candid and assertive, doesn't give up and bounces back from failures.

Keeping the pot simmering

- Includes everyone towards building shared responsibility for the future.
- Mobilizes people to tackle tough challenges and build alliances and networks.
- Maximizes individuality, deviance and differences by seeking and valuing everyone's input and contribution
- Generates diversity of interpretation of issues, problems and ideas.
- Keeps the pressure on through consistent generative inquiry, listening and debate.

Innovate like an Israeli practices:

To ensure that the intrinsic motivators, mindsets and behaviour are applied and integrated into "business as usual", we have designed and developed three distinct leadership practices that are embedded via a series of custom designed team based online coaching sessions:

- Entrepreneurial and innovative leadership practice
- Disruptive and deviant thinking practice
- Experimentation and improvisation practice

5. Re-inventing corporate learning to build innovative and entrepreneurial leadership capability

Initially, ImagineNation™ was conceived of the desire to re-invent corporate learning; a multibillion dollar global industry in need of massive re-invention processes to inspire and engage an emerging generation of Gen Y leaders. This is required to cross cultural and location differences and to share the wisdom of the Baby Boomers. This will enable leaders to dream, co-create and innovate new ways of flourishing in an internet and connected world!

5.1. Integrating innovative and gamification approaches to corporate learning

With "Innovation" as a current "buzzword", The Boston Consulting Group (BCG) reports in "The Most innovative Companies 2102" that 76% of their respondents rank innovation as a "top three" strategic priority - the highest level in the surveys history! That 85% of CEO'S ranked innovation as a top three priority, with almost 40% ranking it as the top priority, with a strong commitment to increase their investment in innovation.

The report also states that since the advent of the list in 2004, companies that have been on the list every year have delivered a 4% premium over 10 years, indicating that when companies become consistent innovators, they achieve longer term growth.

So, how does a company become a consistent innovator?

How can they do this by maximizing the qualities of the "lean" Start-Up to create a new entrepreneurial economy?

How can they create value from understanding the generative nature of business problems and ideas?

When researching the possible answers to some of these questions, we noticed that most company's innovation efforts are focused towards:

- Installing idea generation and crowd based platforms.

- Identifying mostly technology based process improvements.
- Developing skills in practical problem solving and idea generating techniques and tools.
- Implementing a range of mostly formal consultant led interventions.

We considered the majority of these approaches to very conventional and even conservative. We also thought that whilst they can all provide incremental improvements, they would unlikely deliver the desired or exponential innovative and long term growth factors!

“You can’t solve problems with the same thinking (or mindset and behaviors) that created them!”

With this as our mantra of we invested time towards understanding and identifying the unique attributes of disruptive Israeli innovation. To explore how this systemic approach could be replicated and incorporated into a corporate learning environment whereby Innovation could become a leadership responsibility!

Discarding most of what we “already knew”, we also researched and explored a wide range of options, including enterprise gamification, to create a visceral, provocative and memorable learning experience, which ultimately became “The Start-Up Game™”; a business simulation to teach innovative leadership and start-up entrepreneurship to global corporations.

We adopted a generative, gamified and experiential approach which utilized our 30 plus years in designing customized corporate curriculum for some of Israel’s and Australasia’s top 100 companies. We adopted this approach to learning because it emphasizes “*continuous experimentation and feedback in an ongoing examination of the way organizations go about solving problems*”, which is aligned to the “lean” start-up way. This also involved integrating the spiral of learning; by creating an initial and relevant experience that is debriefed to conclude and plan better ways of doing things next time. As games are metaphors for what happens in real life, learning’s can also be applied and integrated at the individual, team or business levels.

We catered for differing learning and cultural styles by incorporating the concept of experiential learning which includes the 4 styles developed by David Kolb; Activist, Reflector, Theorist and Pragmatist. These factors all influenced the sphere of adult learning and became the basis for designing and developing the majority of corporate education programs since the early 1990’s. Additionally, consideration was taken around the role and impact of cultural differences and inclinations in learning program design.

We made learning sensory specific and neurologically adept by making the learning program sufficiently “sensory specific” to all types of individual processing and preferences; visual, auditory, kinaesthetic and audio digital. The intent was to stimulate peoples neurological processing and preferences for acquiring and accessing information, through a broad and diverse range of visual, auditory and active techniques based stimuli.

Neuropsychological research into learning suggests that “*Sensation Seeking provides a core biological drive of curiosity, learning and exploration*”. A high drive to explore leads to dysfunctional learning consequences unless cognitions such as goal orientation, conscientiousness, deep learning and emotional intelligence re-express it in more complex ways to achieve functional outcomes such as high work performance.

Entrepreneurial innovation as a learning system was established in 2011 by Robert M. Gemmill. His study confirms the “*profound role of experimental practices*” within a learning system for innovation, suggesting that “*an overwhelmingly large portion of innovation performance achieved by our entrepreneurs (52%) can be explained by their hands on, iterative approach to learning and problem solving.*”

6. Case Study Examples

6.1. *The Start-Up Game™*

The Start-Up Game™ was born, a co-creation between Imagine Nation and The Playful Shark, two “lean” Israeli Start-Ups. It is a two day business simulation that is part of a customized organizational learning process that brings the innovation management process “to life”.

It aims at developing;

- Innovative leadership and start-up entrepreneurship capability.
- An innovative culture of “provocative competence”.
- A visceral experience of an innovative business eco-system.

The key stages of The Start-Up Game™ are:

1. Form your executive team - COO, CFO, CTO, CMO.
2. Face and solve typical Start-Up business dilemmas.
3. Solve a problem by choosing a Start-Up enterprise - water, energy or technology (based on successful Israeli Start-Up examples).
4. Deliberate and define your unique value, to earn enterprise funding and reputation points.
5. Get sponsorship - by pitching your enterprise to the Customer, Board or to VCs in ways that bring the story to life.
6. Face high gradient business challenges, using the capital you earned from your sponsors and earning reputation points to build your Start-Up strength.
7. Take your exit. Fail, merge or monetize the asset you have built and make it attractive to an acquirer.

The Start-Up Game™ is a unique business simulation; it can be facilitated as a one day workshop for aspiring start-up entrepreneurs, as part of an orientation program that precludes an MBA, as an energizing and visceral experience in an incubator, mashup, or accelerator program.

It can also be facilitated as a two day in house workshop for global corporations to develop innovative leadership and entrepreneurship capability.

- It is not an off the shelf product.
- It integrates adult, experiential and gamification concepts, principles and techniques into a corporate learning context that experiential activities and corporate board games based on the old “Monopoly” paradigm.
- Depending on client need, can be configured and customised to client specific needs to incorporate “real and live” business dilemmas and challenges that can later be developed in companywide “back end” innovation projects.

6.2 *Coach for Innovators ICF Certified Program*

This 8 week internationally certified online learning program is for executive and leadership coaches and corporate consultants who want to help their clients succeed and flourish by igniting their entrepreneurial spirit and increasing their capacity to innovate. An innovative coach, trainer or consultant enables their clients to not only stay in business; They co-create new ways of managing and leading that cause innovation and entrepreneurship to flourish in the face of their clients key organizational challenges.

This enables them to develop intentional and constructive disruptions and the generative skills to safely:

- Open people's minds and hearts in ways that "rock the boat".
- Expose the "elephant's", "sacred cows" and patterns within the organisation.
- Create thresholds for identifying and solving real generative challenges.
- Unleash possibilities that can be transformed into innovative start-up business opportunities and solutions.

6.3 Innovation Labs

Innovation Labs use awareness-based social technologies to enable executive and leadership teams to connect, reflect, engage and inspire one another to experiment and explore possibilities for change and innovation. Depending on the desired outcomes and appetite for innovation, our Innovation Labs can be designed and delivered by our expert global facilitators as; stand alone 3 hour session, a focused one day team session or as 2-3 day executive or leadership team residential retreat.

Conclusion

There are currently 18,330 books on Amazon under the management and leadership category. This suggests that despite the volume of information and plethora of academic programs globally on these two vital skill sets, there is still a lot to learn about being an effective manager or leader. The paradigm has shifted sharply in what constitutes critical management and leadership education, to meet the needs of our globalized, uncertain, unstable and disruptive world.

The 21st century requires a faster, nimbler and innovative approach to organizational structures and business models.

The management and leadership skills sets that will respond and flourish in an emerging and transformative "lean start-up" world are radically different to those being taught in the majority of cases in corporate learning programs and academic institutions today.

Innovative technology already provides us with a range of incredible and inventive non local learning options. In our opinion, these will not eliminate the need for fun, frustration and challenge players experience in engaging and visceral business simulations. These are mandatory to "fail fast to learn quickly", in safe but challenging ways that transform "theories into actions" and close players "knowing-doing" gaps.

Innovators are not born, they can be made!

Possible in the world, possible for me, it's only a matter of how, and we are global experts in the pragmatic "how" when it comes to developing innovative leaders and start-up entrepreneurship!

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