Audi LEAD Programme: Future-proofing the Audi UK dealership network

A case study by:

Audi UK
Alliance Manchester Business School (University of Manchester)
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Executive Summary

The Audi Group is among the world’s leading producers of premium cars. Like other automotive manufacturers, the company operates in an increasingly complex, volatile and dynamic environment, characterised by increasing global competition, shifts in environmental attitudes, rapid technological disruption and changing customer needs.

To maintain this market position against this backdrop of change, Audi recognised the need to develop the leadership capabilities of its frontline leaders – its dealership ‘Heads of Business’ and ‘Aspiring Leaders’. They recognised that, ultimately, it is their people and future leader populations who face the challenge of continually adapting to change and delivering sustainable long term growth.

In-line with this recognition, Audi UK partnered with Alliance Manchester Business School (AMBS) to design and deliver an innovative ‘Leadership Excellence and Development Programme’ targeted at 350 Heads of Business and Aspiring Leaders from across the Audi UK dealer network. The programme aimed to: equip these managers with ‘best in class’ leadership capabilities; improve the capability of the business to adapt to change, and ultimately; support the long-term sustainable growth of the Audi dealership network.

To meet these aims AMBS and Audi developed a highly customised, truly innovative modular blended learning programme, incorporating some of the latest thinking in leadership development and management science. Delivered in 9 cycles, between October 2018 and June 2020, the programme was structured around 3 intensive residential workshops and incorporated a range of practical web and work based applied learning methodologies across a 6 to 9 month learning journey.

The programme proved hugely successful. Qualitative and quantitative indicators reveal that the programme performed above Financial Times customised ‘top 20 provider’ quality benchmarks, delivered a positive impact on individual leadership capability, and produced tangible business impact and improvement. This business impact includes direct sales revenue gains of over £2 million in the first year from ‘applied business projects’ that were designed and implemented on the programme.

Together we succeeded in developing a truly innovative and unique programme which has proved to be genuinely impactful at both the individual, group and business level. We believe that the programme represents a best practice benchmark in leadership development in the automotive industry & beyond.
Audi AG is part of the Volkswagen Group (VWG) and is one of the world's leading producers of premium cars. With operations in over 100 markets, approximately 87,000 employees and deliveries of almost 1.7 million in 2020 alone, it is one of the world's most sought after premium car brands. Audi UK is a wholly owned subsidiary of VWG UK Ltd based in Milton Keynes. The company controls sourcing, marketing and distribution of all Audi vehicles and parts in the UK and provides a host of support services to its dealers and customers. Selling in excess of 100,000 vehicles per year and a market share of 6.6%, it is a leading UK premium car brand.

The University of Manchester is a leading global research based university, ranking 27th in the world, 8th in Europe and 6th in the UK in the QS Academic Rankings of World Universities (2021).

We are the largest campus-based UK University, home to the largest UK student community and can boast 25 Nobel laureates amongst our current and former staff.

Alliance Manchester Business School is a leading global business school with world class research and teaching credentials. We are a research led school (ranking 2nd in the UK for research power).

We are also a practical, applied focussed school, and one of only 1% of business schools worldwide who are accredited by all three major global management education associations - AACSB, AMBA and EQUIS.
The Challenge

Business context

Audi UK is part of the Volkswagen Group UK Ltd based in Milton Keynes. The company controls sourcing, marketing and distribution of all Audi vehicles and parts in the UK and provides a host of support services to its dealers and customers. With annual sales in excess of 100,000 vehicles and a market share of 6.6%, it is one of the leading premium car brands in the UK.

Maintaining this market position presents an on-going challenge. In common with other automotive providers, the company operates in an increasingly complex and volatile market, characterised by increasing competition from non-traditional new entrants, shifts in political and consumer attitudes towards climate change and the environment, increased urbanisation, rapid digital disruption and changing customer buying behaviour. Audi recognised that these dynamics provide both a threat and opportunity in maintaining the relevance and sustainable profitability of the brand and Audi Centre network in the future.

Audi also identified a number of internal management challenges that had the potential to restrict future business growth and sustainability. These included: inconsistencies in leadership capability between Centres; an increase in the millennial demographic amongst its management population, and; a general high attrition rate across the network.

To address these internal challenges and respond to the broader challenge of maintaining and growing market position against the backdrop of rapid change, Audi recognised the need to develop the leadership capabilities of its frontline leader population – its Audi Centre ‘Heads of Business’ and ‘Aspiring Leaders’. They recognised that, ultimately, it is these current and future frontline leader
populations who face the challenge of continually adapting to change, driving innovation and delivering long term, sustainable Centre growth.

In-line with this recognition, in October 2017, Audi UK invited a number of leading European business schools to put forward proposals for an innovative ‘Leadership Excellence and Development’ programme (the Audi LEAD programme) targeted at 350 Heads of Business and Aspiring Leaders from across the Audi UK dealer network.

Programme aims and desired business outcomes

The formal aim of the programme was defined as: to equip targeted Heads of Business and Aspiring Leaders with the relevant ‘best in class’ leadership capabilities to improve the capability of their Centre business’ to adapt to change (and ultimately), support the longer-term profitability and sustainable growth of the UK Audi Centre network.

Informally the programme was aimed at developing a population of better leaders (highly skilled, creative, adaptive and agile leaders) who could navigate through market unpredictability, whilst motivating, inspiring, developing and leading others through change to deliver long term sustainable growth for their Centres. Expressed as a key question that links these broader business goals with individual delegate objectives, the challenge is summarised as:

How can we lead the transformation of ourselves and our teams to support business improvement and the long-term sustainable growth of our Centres given the barriers to change within our businesses and the volatility, unpredictability, complexity and ambiguity of the external environment?
The Commitment

The Brief

To meet these desired business outcomes, Audi released the formal brief in October 2017. Given the thoroughness of Audi Planning the programme specification was relatively advanced and provided a detailed picture of programme context and requirements.

These requirements included that the programme should: be modular and delivered over a period of 9 to 12 months; include content around 3 key themes aligned to the 3 ‘personal’, team’ and ‘business leadership’ pillars in the Audi competency framework; be delivered in multiple cycles with an average cohort size of 30 delegates (total population = 350); cater for a mixed target audience (‘Heads of Business’ and ‘Aspiring Leader’ levels); include award pathways to academic or industry professional body qualifications; provide demonstrable evidence of tangible impact based on the Philips Model of learning impact evaluation; include a range of innovative, creative learning methodologies that are blended, practical and focused on application, and; be aspirational and viewed as a best practice benchmark in leadership development within the automotive industry and beyond.

Proposal Response & Partnership Agreement

Like in any customised corporate education tender process (given the product is not developed until after contract award) the key challenge for Alliance MBS was to respond with a coherent and compelling conceptual programme definition to meet these requirements. The ‘firmness’ of Audi requirements and the detail of the desired design in the specification made this challenge more difficult (how we could add value to an already well developed concept?).

Our response strategy focussed on retaining the content themes and modular format structure set out in the specification but also adding value through incorporating some of the latest thinking in management science (including ‘adaptive leadership’, ‘design thinking’, ‘blue ocean strategy’), and
including a range of **practical and innovative ‘blended learning’ methodologies** to facilitate learning implementation and programme impact.

We also placed a great emphasis on **faculty and academic lead selection**. Given the seniority of the target population and the challenges they faced, we believed that the credibility of the faculty team was essential to achieving delegate buy in and programme success. In other words, we believed it was important that programme leads had **both academic and commercial experience and expertise** (i.e. that they had led complex corporate change programmes within a high end customer service context before and so could both ‘walk the walk’ as well as ‘talk the talk’).

In short, our proposal extended the already well-developed concept in the specification to provide a more stimulating and engaging leadership development experience aligned to the programme objectives. In line with these objectives, it was designed to equip targeted Heads of Business and Aspiring Leaders with ‘best in class’ leadership capabilities to improve the capability of Audi UK to adapt to change and support the longer-term profitability and sustainable growth of the UK Audi Centre network.

Fortunately this strategy was successful and Alliance MBS were awarded the contract to deliver the Audi LEAD Programme in June 2018.

**Programme Design and Development**

To transform our conceptual design into a definitive, tangible programme, we followed the tried and tested ‘Manchester Approach’ to design and development. This approach is underpinned by two core principles. First, it is solution focussed. We believe that customised corporate education is about delivering business benefit as well as individual outcomes (*people development for a purpose*) and that identifying this business rationale is critical to programme success (all subsequent target individual outcomes and content design links back to this rationale). Second, it is collaborative. Essentially, we believe that we are experts in corporate education design and the latest thinking in management science, but the client is the expert in their sector, their business and their organisation culture. We believe that combining these two areas of expertise is central to programme success.
Based on this process, our starting point was problem diagnosis. Following a typical needs analysis process, this involved: depth interviews with key organisational leaders, stakeholders and gatekeepers (to identify the diversity of perspectives on desired business outcomes and barriers to change); focus groups with a representative sample of delegates and their regional managers (to understand individual level role challenges, expectations and desired learning outcomes), and; analysis of the Audi competency framework and in-house capability assessment against these competencies (to identify capability gaps and target learning objectives to address these gaps).

Key outputs included the definition of individual objectives to drive content design. These were linked to the Audi leadership model, its associated competencies, the broader programme business objectives and the module themes set out in the specification. They included:

1. Understanding the implications of global trends on the industry and individual Audi Centres;
2. Understanding the importance of strategic thinking and how to transfer strategy into action;
3. Developing deep insight into the innovation process and the key skills to manage creativity in others;
4. Understanding the importance of leadership in driving Centre growth and sustainability;
5. Developing a deep awareness of their personal leadership ‘DNA’;
6. Developing plans to build on personal leadership strengths and mitigate weaknesses;
7. Developing the essential personal leadership skillsets (to role model expected behaviours to others and develop personal agility);
8. Developing the essential team leadership skillsets (to build and lead high performing Centre teams), and;
9. Developing the key skills to lead others to implement and embed Centre level business change.
Outputs also included a range of additions and extension to our conceptual design. These included a greater focus on:

- Digitisation and digital leadership (it became clear that this was a key potential business disruptor in the sector but also provided Audi with opportunities to extend their Centre level service offer and revenue);
- Innovation as a core content theme (it became clear that innovation and ‘thinking differently’ was key to exploiting the opportunities of digitisation and other sector trends);
- The provision of tools to support the Centre level application of learning (note these included ‘customer value mapping’, ‘rapid prototyping’, ‘the service-innovation development framework’, ‘value-proposition development maps’, ‘the numerical SWOT analysis framework’ and ‘the GE-McKenzie matrix’)

These outputs became inputs to outline design and subsequent detailed programme development. In-line with our principles of co-creation and ensuring joint ownership of the final ‘product’, Audi lead sponsors and organisational subject matter experts were involved in reviews and design sign-off at each phase.

In summary, programme design continually evolved as we progressed along the tendering, commissioning and subsequent design and delivery journey, and, as Audi and Alliance MBS developed a greater understanding of each other’s needs, capabilities and culture. This process was not without its challenges and difficult decisions had to be made along this journey. However, as we shall see, together we succeeded in developing and delivering a truly innovative and unique programme which has proved transformational to both delegates and the UK Audi network.
The Programme

Outline Architecture, Key themes and ‘Learning Journey’ Logic

To achieve the identified business and individual outcomes, Alliance MBS and Audi developed a highly customised and highly innovative 6 to 8 month ‘blended learning’ programme, structured around 3 core modules and delivered through a combination of intensive face-to-face workshops (one for each module in a 2+2+2 day format) and a range of online work based learning and applied project work before, during and after delivery (see architecture schematic).

These modules followed the key content themes set out in the specification – ‘Business Leadership’ (sense-making and strategy), ‘Personal Leadership, and ‘Team Leadership; to provide the necessary balance of strategic context setting, concept knowledge and behavioural skill development to meet identified objectives.

They were structured to take delegates on a logical ‘journey to application’ - from understanding consumer change and the ‘big picture’ dynamics and characteristics of the global automotive sector (and the Centre level and personal leadership challenges this presents); to acquiring the essential strategic business planning, innovation, personal and people management skills to address these challenges (to transform ourselves and our teams to support the long-term improvement and sustainable growth of our Audi Centres). An illustration of outline content for each theme is set out in appendix 1.

This architecture was also underpinned by 3 integrated themes which spanned across all modules: ‘adaptive leadership’, ‘digitisation and digital leadership’ and ‘innovation and creativity’. On the first two, adaptive leadership is a philosophy that leadership is a collaborative, distributed concept and practiced by all (leading of the many by the many as opposed to the more traditional view of leading the many by the few). It is increasingly important given the volatility, unpredictability, complexity and ambiguity of the modern world (problems are global, complex and require a collaborative approach to resolution) and particularly relevant to the ‘digital disruption’ contextual backdrop to the programme (the need for digital leadership).

On the third, Alliance MBS believed that innovation and creativity (particularly the concepts of ‘Design Thinking’) were central to complex problem solving in the automotive sector and the ability of Audi to adapt to rapid digital disruption – both in terms of mind-set (the ability to think differently) and process (the problem framing, brainstorming and rapid prototyping frameworks provided by the innovation process).
Our Practical, Blended Learning Approach to Delivery

Our architecture was also based around a practical, blended learning approach to executive development which combined a range of learning approaches and focussed on the application of knowledge/skills/concepts to real world business challenges at all stages of the learning process.

Key features included:

- **A programme virtual introduction** and range of **pre-programme start up activities** to build curiosity and engagement before formal delivery and to ensure we started with a relatively consistent understanding of key concepts before formal delivery.

- A dedicated 0.5 day pre-programme ‘Immersion Event’ and an end of programme ‘Graduation Event’ to provide **clear sign-posts and start and end-point milestones** in the learning journey. The **Immersion Event** included a ‘view from the top’ delivered by senior sponsors from Audi to reinforce the broader business context of the programme and support delegate buy-in. The **Graduation Event** aimed to showcase key programme outcomes and impact to the broader organisational stakeholder group and included impact presentations on key project outcomes.

- **Individual Work Based Challenge Projects** to integrate key programme themes and facilitate post-programme application and impact at the Audi Centre level. These focused on developing creative solutions to real life business problems and improvement priorities with each Audi Centre. They provided a key mechanism for delivering demonstrable/measurable return on investment form the programme (covered below).

- A **Hogan psychometric leadership assessment** diagnostic to enable delegates to better understand their innate leadership characteristics (their leadership DNA) in support of the ‘deep self-assessment’ and agile leadership themes.

- **Individual and group coaching sessions.** Individual sessions focused on personalising the learning and supporting individual development plans/action planning. Each delegate received at least 3 sessions – one within the immersion event and 2 between the 2 residential modules. Group coaching sessions/action learning sets focused on business mentoring and supporting applied projects.
• **Case based teaching** to illustrate best practice in leadership and strategy (from within and outside of the automotive sector), with a particular focus on digital leadership strategies and how organisations and consumers had transitioned from off to on-line business models.

• **Debate space within module design** to support knowledge sharing and peer-to-peer learning.

• **On-line micro-topics webinars with theme experts** to provide pre-work and priming content for each module and follow-up extended content on each theme (optional follow-on content that is not possible to cover within the timeframe of the residential modules).

• **A bespoke 360 degree ‘leadership competency’ assessment** to supplement Hogan profiling and assess pre and post programme leadership competencies against the programme objectives and Audi competency framework.

• **A dedicated, programme specific virtual learning environment platform (VLE)** to support the entire learning journey and maintain delegate engagement outside of formal delivery.

In short, our design integrated the experience and expertise of both organisations; incorporated some of the latest thinking in leadership development and management science, and; included a range of practical and innovative learning methodologies to facilitate learning application and programme impact. In line with the programme purpose, it aimed to equip targeted Audi Centre leaders with the relevant ‘best in class’ leadership capabilities to improve the ability of their Centre to adapt to change and support the longer-term profitability and sustainable growth of the UK Audi dealer network.

Programme delivery began in October 2018, and by June 2020, we had delivered 9 cycles and 27 modules to over 100 Heads of Business and Aspiring Leaders.
The Impact

AMBS agreed with Audi on commission to evaluate programme performance and impact based on the Philips Model of executive education evaluation. This measures impact across 5 levels: (1) Delegate Satisfaction; (2) Learning Effectiveness; (3) Skills Application and Behavioral Change; (4) Business Impact, and; (5) Return on Investment (ROI). A summary of this model and how each measure was derived is set out below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Measure</th>
<th>Method (derived from/by)</th>
</tr>
</thead>
</table>
| 1     | Learner satisfaction                       | • Self completion questionnaires at the end of each module & cycle (aligned to FT Rankings criteria)  
       |                                             |   Target = 90% per Quarter                                                             |
| 2     | Learning effectiveness (skills/knowledge gained) | • Assessed individual ABC Projects, CMI assignments & on-line ‘quizzes’  
       |                                             |   Target = 90% of delegates achieve grades >50%                                        |
| 3     | Work-based skills application/behavioural change | • Pre & post 360 ‘leadership competency’ assessment survey  
       |                                             |   Target = Increase in pre & post competency scores (averaged across delegates)         |
| 4     | Business Impact (effect on business performance) | • Outcomes of ABC Projects  
       |                                             |   Target = Positive monetary value (averaged across all projects)                      |
| 5     | Return on Investment                       | • ROI = (monetary benefits – total costs) x 100  
       |                                             |   Target = Positive ROI                                                                 |

Against all these indicators the programme performed extremely well and delivered demonstrable impact.

Delegate satisfaction and programme quality

In terms of delegate satisfaction, the programme achieved ratings of 90% or above in every quarter across the delivery lifecycle and a cumulative (overall programme) satisfaction rating of 96.5% (see figure 1). On this measure it performed significantly above the industry average (as defined by the FT customised executive education rankings) and makes the Audi LEAD programme one of the best ever performing corporate education programmes at AMBS.

You will notice that these satisfaction ratings increased as the contract progressed. This was not an accident. It was because: (1) we measured programme service quality performance across the full range of criteria in the FT Customised Executive Rankings (not just delegate satisfaction), and; (2) we used the outputs of this service quality monitoring as the inputs to our continuous improvement process. This allowed us to get a very detailed picture of ‘performance’ and continually make adjustments to content and delivery as we progressed through the contract.

For example, figure 2 shows the outputs of an end of session review report for one day within the ‘Personal Leadership’ module. In this particular example, the session performed extremely well with
an overall rating of 9.8 (or 98%). However, even with these near perfect ratings we were able to identify areas for improvement. As shown in figure 2, qualitative feedback indicated that delegates wanted more time to reflect on their Hogan reports and more in-class linkage between their 360 and Hogan assessments. We used this feedback to make these minor adjustments and this particular day went on to score a perfect 10 out of 10 (or 100%) in its next two delivery cycles.

Figure 1: Audi LEAD Learner Satisfaction

![Overall Learner Intervention Satisfaction: Target SL = 90%](image)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-Dec 18</td>
<td>92</td>
</tr>
<tr>
<td>Jan-Mar 19</td>
<td>94</td>
</tr>
<tr>
<td>Apr-Jun 19</td>
<td>96</td>
</tr>
<tr>
<td>Jul-Sep 19</td>
<td>97</td>
</tr>
<tr>
<td>Oct-Dec 19</td>
<td>100</td>
</tr>
<tr>
<td>Jan-Mar 20</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean: 96.5%

Figure 2: Using Quality Evaluations to Drive Continuous Improvement

C3 Module 2 Day 1 (David Hughes & Mark Batey) Summary & Recommendations

- Exceptionally high scoring - almost perfect!
- Slightly up on last delivery (2%)
- Equally well received by delegate type
- Recommendations:
  - Keep the same (no major changes required)
  - But investigate isolated suggestions for minor amendments/improvements

![Qualitative 'most liked':
- David and Mark's fun, interactive & engaging delivery style
- The value & relevance of content - particularly Hogan & self discovery](image)

![Qualitative 'least liked'/areas for improvement:
- More time to reflect on Hogan reports (1 comment)
- Video examples to illustrate styles (1 comment)
- More linking of 360 & Hogan (1 comment)](image)

Learning Effectiveness

Measures of learning effectiveness were derived from assessments of individual ABC projects, CMI assignments and on-line quizzes. Based on this measure, all KPI’s were achieved: 100% of delegates who attended all modules completed their ABC projects; 95% achieved grades of over 70% (equivalent
to ‘merit’ at postgraduate/level 7), and; all delegates that chose to complete the CMI pathway passed their assessments and received their award.

Leadership capability and behavioural change (pre and post programme 360)

Leadership capability change was a key indicator of impact on this programme given the intervention was fundamentally a leadership programme (and so the baseline aim is to make delegates better leaders). Measures of change were derived by comparing the outputs of a pre-and post-programme 360 degree ‘leadership competency’ assessment survey aligned to the Audi competency framework. Based on this measure, the programme had a significant positive impact (see table 1).

Table 1: Pre versus post programme leadership capability by domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Colleague ratings</th>
<th>Self ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cycle 1 Avg</td>
<td>Cycle 2 Avg</td>
</tr>
<tr>
<td>Customer Delight</td>
<td>6.08</td>
<td>6.44</td>
</tr>
<tr>
<td>Leading Talent Development</td>
<td>5.93</td>
<td>6.24</td>
</tr>
<tr>
<td>Leading Team Effectiveness</td>
<td>5.88</td>
<td>6.17</td>
</tr>
<tr>
<td>Undeniably Audi</td>
<td>6.37</td>
<td>6.59</td>
</tr>
<tr>
<td>Leading Continuous Improvement</td>
<td>5.85</td>
<td>6.07</td>
</tr>
<tr>
<td>Market Focus</td>
<td>6.05</td>
<td>6.25</td>
</tr>
<tr>
<td>Leading Change</td>
<td>6.06</td>
<td>6.25</td>
</tr>
<tr>
<td>Communicating with Impact</td>
<td>5.98</td>
<td>6.16</td>
</tr>
<tr>
<td>Strategic Priorities and Planning</td>
<td>5.99</td>
<td>6.17</td>
</tr>
<tr>
<td>Personal Resilience</td>
<td>5.92</td>
<td>6.08</td>
</tr>
</tbody>
</table>

In short, both delegates and their peers/reports reported a post versus pre-programme improvement in delegate leadership capability across all ‘capability domains’ in the Audi competency framework. In other words, all indicators suggest that, on average, the programme succeeded in its objective of improving leadership capability (making better leaders).
Business Impact

Indicators of business impact were derived by measuring the monetary value of ABC project outcomes. In total, over 100 separate centre-level projects were designed and implemented across the 2 year delivery lifecycle. These were varied in terms of their scope and outcomes. They included: a ‘ramp capacity extension project’ that generated an additional £340,000 per year from extra parts and service sales; a project which developed a new customised, premium test-drive service (the ‘Test Drive for You’ project) and delivered revenues in excess of £440,000 from new car sales; a project aimed at improving ‘red work’ (critical repair) conversion rates which generated sales valued at over £260,000, and; a project aimed at improving Centre reputation through social media presence valued at £100,000.

Although the collation of these outcomes is still in progress, to date the direct sales revenue gains from these projects is estimated to be in excess of £2 million per annum. Based on the monetary value of these project outcomes relative to programme costs, ROI is positive at approximately 2:1.
Qualitative Feedback & ‘Human Scale’ Impact

These quantitative indicators were reinforced by qualitative feedback. As highlighted below, delegates appeared to really connect with the learning experience. Common themes include: how they found it extremely relevant to them personally, to their roles and their businesses; how the tools provided were usable, and even: how they felt honoured and privileged to take part.

Selected Qualitative Feedback

“Stretched our thinking on customer proposition concepts”
“Insightful & thought provoking”
“Great content that is usable”

“So relevant for where I am in life and work. Simply BRILLIANT”
“Both David and Mark were fantastic. I learned so much about myself today which confirmed some things I thought about myself and management style”

“I thought the whole day was fascinating and very thought provoking. I fully intend to use the knowledge gained. I think it was a real privilege to attend a day with such engaging and knowledgeable people getting us to think about things we don’t usually give any thought to.”

“Every area covered was very interesting. I was fully engaged and I felt very lucky to be there.”
“Add on another day! I enjoyed it so much I would like to learn more.”

“Everything was very relevant to our business, with lots of interaction”
“It opened my eyes to trends that I had not thought about before”

“The course was very enjoyable - relates to everyday parts of life in the dealership.”
“Some good practical concepts that can be used with the team”

“This training is informative, professionally put together and slick”
“Each day has its own aspect that was fantastic! it was all great!”
“The content was relevant and engaging. The delivery was clear”

Summary and concluding comments

In short, all impact indicators suggest that the programme performed extremely well. It performed in-line with or above standard industry quality benchmarks, was extremely well received by delegates and exceeded the expectations of both partner institutions. In line with the programme objectives, indicators suggest that the programme had a significant impact on individual delegate leadership capability (demonstrated by improvements in leadership competency and effectiveness), on organisational leadership processes and practice (demonstrated by improved cross functional working) and on the broader Audi Centre level business change and business improvement objectives (demonstrated by the outputs of the integrated ‘work based challenge’ projects). In other words, both our quantitative data and qualitative, ‘human scale’ feedback suggests the programme has proved to be genuinely transformational at both the individual, group and business levels. As such, both partners are extremely proud of the Audi LEAD programme and believe it represents a best practice benchmark in leadership development within the automotive industry and beyond.
## Appendix 1: Overview of Audi LEAD Modules & Key Content Themes

<table>
<thead>
<tr>
<th>Module 1) Business Leadership</th>
<th>Module 2) Personal Leadership</th>
<th>Module 3) Team Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 2: Business Strategy</strong></td>
<td><strong>Day 1: Looking into oneself</strong></td>
<td><strong>Day 1: Motivational Team Leadership</strong></td>
</tr>
<tr>
<td>(Organisation Perspective)</td>
<td>(Self-reflection Perspective)</td>
<td>(Soft-skills Perspective)</td>
</tr>
<tr>
<td>Strategic thinking &amp; service innovation in a premium context</td>
<td>Personal strengths &amp; weaknesses</td>
<td>The role of a team leader</td>
</tr>
<tr>
<td>Enhancing competitive advantage</td>
<td>Where do I need to improve myself?</td>
<td>Understanding different leadership roles</td>
</tr>
<tr>
<td>Identifying &amp; evaluating opportunities for business growth</td>
<td>Managing competing priorities</td>
<td>The leader’s role in enacting corporate mission, vision &amp; (Audi) values</td>
</tr>
<tr>
<td>Formulating new business (growth) strategy</td>
<td>Implications of Personality Profiling</td>
<td>Understanding leaders positive &amp; negative team impact</td>
</tr>
</tbody>
</table>

- **Change management**
- Leading change in a dealership’s strategy and operations
- Strategic change models
- Planning for sales growth in a volatile environment
- Developing new, premium value propositions and changing the old

<table>
<thead>
<tr>
<th>Day 1: Customer Behaviour</th>
<th>Day 2: Traits of a successful leader</th>
<th>Day 2: Team Dynamics &amp; Synergies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Consumer) Perspective</td>
<td>(Self-projection &amp; Communication Perspective)</td>
<td>(Process-skills Perspective)</td>
</tr>
<tr>
<td>Changing customer behaviour</td>
<td>Emotional intelligence</td>
<td>Leading &amp; working with Millennials</td>
</tr>
<tr>
<td>Creating new, premium customer value</td>
<td>Eliminating the drivers of unethical personal behaviour</td>
<td>Building inclusiveness</td>
</tr>
<tr>
<td>New insights into customer purchase psychology</td>
<td>Developing resilience &amp; emotional intelligence</td>
<td>Influence and Millennials motivation</td>
</tr>
<tr>
<td>Managing the sale of premium offerings more efficiently</td>
<td>Developing a personal identity</td>
<td>Future talent, talent management &amp; succession planning</td>
</tr>
<tr>
<td>Increasing customer retention</td>
<td>Being an effective communicator</td>
<td>Setting performance indicators for achieving planned growth</td>
</tr>
</tbody>
</table>

- **Digital business & dealership futures**
- Premium digital showroom/customer experience
- Brand-facinated activity in a physical & virtual environment
- Customer engagement with digital sales parts, workshop & financing
- Managing premium digital customer services

### Key Content Themes

- Unconscious bias
- Unbiased decision making
- The dynamic interdependence of task, team & individual needs as they develop over time
- Displaying ethical integrity and leading social responsibility initiatives
- Taking responsibility, accountability & ownership

- Becoming a coach & mentor
- Differences between leadership, coaching & mentoring
- Developing mentoring skills
- Developing smooth future skill set evaluation

### Objectives

- Understand how to lead consumer behaviour in the service encounter; and manage the Audi ‘wow’ factor and strategically differentiate the dealership; understand strategic thinking and customer-centric dealership management; and innovation processes in a digital world.
- Assess individual leadership strengths and weaknesses and understanding where to improve oneself, manage competing priorities and become an effective communicator; develop key skills for managing own creativity and ideas.
- Examine the principles of team development and a leader’s role in enacting corporate mission, vision and (Audi) values; develop essential team leadership skills; develop high performing teams; understand key concepts in cultural and business change.

### Learning Approaches:

- Interactive workshops/coaching/ice-breakers/leadership case studies/dealership case studies/change management case studies/group exercises/psychometrics
- Applied learning activities/personal reflection time/networking/personal development planning/applied business challenges/out-of-industry exposure
Executive Education

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