THE LEADING eDGE

Leadership
Development
Programme

Background and rationale

Builds shared vision

Values diversity

Identifies and develops talent

Leads ethically

Demonstrates courage

Potential for the extraordinary

Displays personal effectiveness

Delivers results

Faces reality

'These days doing nothing as a leader is a great risk, so you might as well take the risks worth doing'

Michael Fullan
Leading in a culture of change.
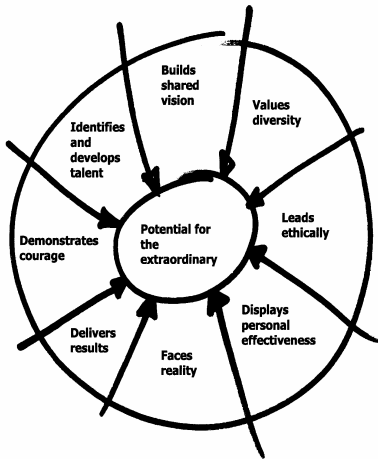
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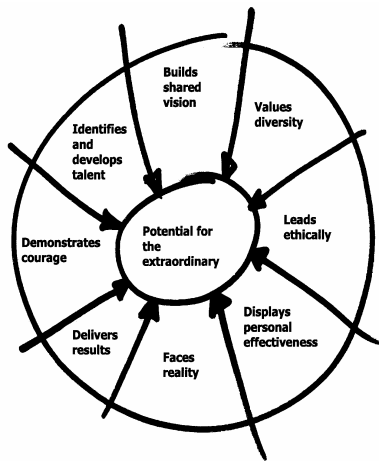
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'It is the foremost task –
and responsibility – of our
generation to re-imagine
our enterprises and
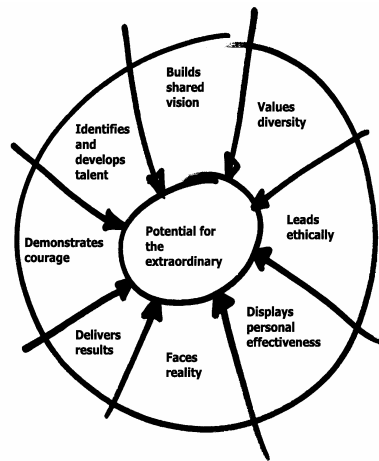institutions, public and
private.'

Tom Peters
Re-imagine!

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Setting the scene

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The cry goes out throughout our country – in business, in politics, in education, in health, in all sectors of our society – Where are the leaders ?

The traditional, and still predominant, view of leadership is flawed.

The traditional model holds that leaders are responsible for the performance of their people; leaders fix problems - including people problems; leaders answer questions; leaders make decisions; leaders do things to an organisation - and the people in it; leaders plan, organise, command, co-ordinate and control.

This 'model' developed in the mid to late 19th century when that was the most efficient way to manage the conditions existing at that time.

Henri Fayol studied mid 19th century French coal mines and wrote his Principles of Administration, where he outlined the functions of management as planning, organising, commanding, coordinating and controlling. Max Weber, studying the German Army around the same time, came to similar conclusions.

It seems that the majority of our leaders subscribe to this model even though circumstances have radically changed.

Traditional management encouraged and created the conflict and dependency of the master - servant or parent - child relationship.

This system rose in the mid 19th century because markets were local or national; communication took days or weeks; work was unskilled and manual; workers were uneducated; and stability was the rule

Capital was a scarce resource. People were plentiful. Early business owners accumulated capital and risked it to build factories, buy equipment and produce goods in advance of payment for those goods.

All of this required high risk, for which there was great return. Jobs, on the other hand were rudimentary and mechanical.

Times changed. One hundred years later, in the middle 1930's, another historian, James Burnham, looked around and saw that professional managers now effectively controlled organisations. They set up systems so they wielded the power and made decisions. There was a separation between managers, who effectively ran the organisation, and owners, who had little or nothing to say about the disposition of their 'property'.

This transfer of power occurred because the brainpower capital supplied by professional managers became more important than the financial capital supplied by the shareholders. Thus, the critical capital resource needed for survival changed from such tangible physical assets such as plant, equipment and money to the brainpower supplied by managers. Capital had been transformed from a physical to an intellectual form. The brainpower was limited to the executive suite because most jobs were still elementary and mechanical.

Today circumstances have changed again. The principal tools of production today are not machinery and equipment. Neither is it solely the brain-power of the manager. Today markets are global; electronic highways enable instant communication and rapid competitive responses; work involves the creation, transmission, and manipulation of information and knowledge; and workers are much more highly educated. The tools of production today are the ideas and talents of the worker. We are in the era of the knowledge economy.

Circumstances have changed but our leadership paradigm has not.

The leadership systems currently in use are designed to control relatively uneducated, mostly untrustworthy people in an environment of very slow change.

The result: consistent organisational under-performance, as individuals withhold their intellectual capital.

We are treating the symptoms of high costs, inefficiencies, poor quality, lousy service, but not the root causes - inappropriate leadership. Look around. It's everywhere.

Organisations are the last remaining feudal enclave.

We live in a new era: an era where the old rules do not apply.
We must develop 'new' rules. The old leadership model must go!

So what will the new leader do ?

They will transfer ownership for work to those who do the work; create the environment where each person/team wants to be responsible for their own performance; coach the development of individual / team capability and competence; and learn faster – keep learning themselves and create conditions under which every person in an organisation is challenged to continually learn faster

It is a cliché but today's business climate calls for a new definition of what it takes to make an organisation run. With rapidly changing technology, a downsized work force and an emphasis on acquiring a broad range of skills, leaders today have to be more flexible than ever in their roles. Taking risks in their approach to management is the only choice left for those who want to have an impact on an increasingly skilled and global workforce. Making the transition from the old style of leadership to the new is a challenge for top management in every organisation. In the post-downsizing, flat management era today, a new leadership style is necessary.
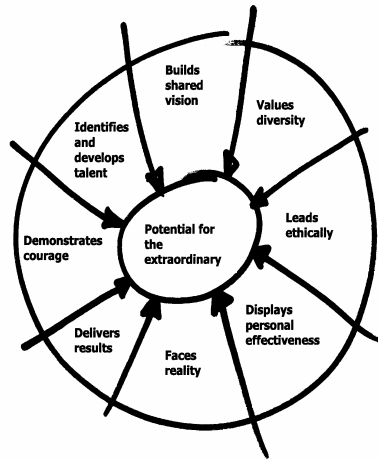
Just as the old styles of leading and managing are no longer appropriate neither are the old ways of developing leaders. 'Insanity is doing the same things over and over hoping the results will be different.' If we want different results we have to lead differently.

Unless we change our leadership beliefs and behaviours we will continue to have under-performance, and under-performance will not guarantee us a successful future in any sphere of New Zealand society. It's time for a change

Let's lead for a change!

'Managers are people who do things right and leaders are people who do the right thing. The difference may be summarised as activities of vision and judgement – effectiveness, versus activities of mastering routines – efficiency.'

Warren Bennis and Bert Nanus
Leaders

Builds shared vision
Values diversity
Identifies and develops talent
Leads ethically
Demonstrates courage
Potential for the extraordinary
Delivers results
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Displays personal effectiveness

Leadership vs. management

Leadership is different from management. Management focuses on 'doing things right' and works to produce a degree of predictability and order. Leadership works to produce beneficial change and 'doing the right things'.

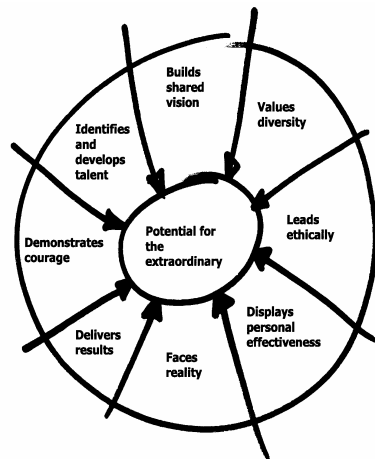|	**Management**	**Leadership**
Creating an agenda	**Planning and budgeting:** Establishes detailed steps and timetables for achieving needed results, and then allocates the resources necessary to make them happen.	**Establishing Direction:** Develops a vision of the future and strategies for producing the needed changes to achieve the vision.
Developing a human network for achieving the agenda	**Organising and staffing:** Establishes some structure for accomplishing the plan, staffs that structure, delegates responsibility and authority for carrying out the plan, provides policies and procedures to help guide people, and creates methods and systems to monitor implementation.	**Aligning People:** Communicates the direction by words and deeds (modeling) to all those whose cooperation may be needed in order to create teams and coalitions that understand, accept and are committed to the vision and strategies.

	Management	Leadership
Execution	**Controlling and problem solving:** Monitors results vs. plan in some detail, identifies deviations, and then plans and organises to solve these problems.	**Motivating and inspiring:** Energises people to overcome major political, bureaucratic and resource barriers to change by satisfying very basic, but often
Outcomes	Produces a degree of **predictability** and **order,** and has the potential to consistently produce key results expected by various stakeholders.	Produces **change**, often to a dramatic degree, and has the potential to produce extremely useful change.

John Kotter [1990] A Force for change

'Leadership is an observable, learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. Given the opportunity for feedback and practice, those with the desire and persistence to lead can substantially improve their abilities to do so.'

James Kouzes and Barry Posner
The Leadership Challenge

Leadership programmes abound, although many are management training programmes repackaged to give them a modern flavour. Some leadership programmes have good coverage – adequate length and breadth. However, many are missing the **dimension of depth**. Developing this depth requires **both action and reflection**. It is the synergy between *action* [results oriented pragmatism] and *reflection* [philosophical depth] that brings growth.

Leadership is probably one of the most researched concepts around so let's see what the research tells us.

Our research suggests that there are essentially four categories of leadership development:

- **personal growth**
- **conceptual understanding**
- **feedback; and**
- **skill building**

based on this we would conclude that any effective leadership development programme would:

- begin with a ***conceptual overview****,*
- then ***provide feedback*** on where participants stand relative to the skills associated with the conceptual model of leadership.
- This would be followed by ***skill and awareness building***.

Personal growth experiences would be used along the way as powerful ***opportunities for reflection*** on two levels – to help participants determine their desire and commitment to lead, and to free participants of ineffective behaviours. We also suggest that ***most programmes are too short*** to have a lasting impact.

Recent research into learning, and successful change implementation also supports our findings. To be effective learning opportunities need to:

- be short and regular
- have opportunity to immediately apply the new knowledge / skill [project]
- have regular progress checks [coaching and feedback – internally or externally]

If we were to combine all of the above findings we would have a leadership programme like the one outlined below.

- A **foundation workshop** focusing on the conceptual leadership model. [The Leading Edge Model]
- **Feedback** [360] based on the selected leadership model. [The Leading Edge Model]
- Strategic **leadership projects** [at least one over the duration of the 6 months programme]
- **Individual exercises** [skill development, skill application] as 'diagnosed' through feedback
- Monthly **leadership forums** [These may be skill building forums, invited guests etc]
- Leader **skills retreats** [for groups of leaders with similar identified needs - may include leadership / management individuals within the organisation who have broader business roles]
- **Leadership coaching** [This may be partnerships within the organisation and/or using external coaching / mentoring resources]
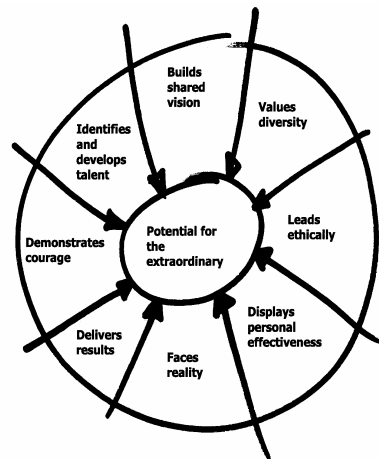
This research-based, practical, results oriented programme is designed for those in middle and senior leadership positions and those showing senior leadership potential within your organisation.

Organisational Benefits

- A critical mass of effective leaders to ensure future success
- Direct application of leadership projects to organisation's current needs
- Skilled leadership that can create beneficial change
- Well rounded, confident leaders
- Sustainable leadership – not a 'quick fix' approach

Personal Benefits

- Time and space, commitment and guidance to achieve individual's leadership potential
- Increased confidence and effectiveness as a leader.
- Personal support via mentor and interaction with like minded and like-willed leaders
- Work on real-life projects for all domains of life
- Renewed vitality and energy

'In many organisations, the problem is not the absence of innovations but the presence of too many disconnected, episodic, piecemeal projects with superficial implementation.'

Michael Fullan
Leading in a culture of change
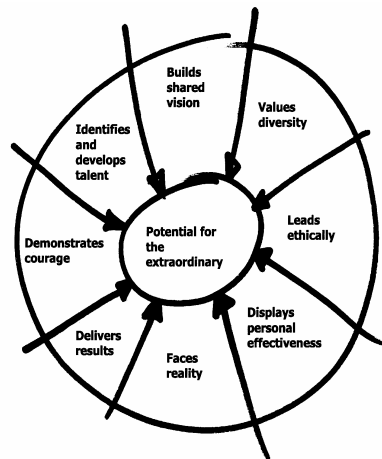
The competency result areas

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1. Builds Shared Vision

- Builds a shared vision with their team members
- Inspires those around them to commit to, and follow the vision
- Makes the vision meaningful for their team members
- Sets related goals and targets
- Ensures that long term goals are aligned to organisation aims and objectives
- Role models behaviours congruent with vision and values
- Has strategic thinking as a key skill in their toolkit
- Is involved in identifying and planning for future challenges for their team / function / organisation

2. Values Diversity

- Hires, promotes and mentors diverse talent.
- Seeks and utilizes diverse inputs and people to achieve desired results
- Encourages different perspectives and actively seeks challenges to own opinions
- Welcomes creative tension arising from working with people who have different approaches
- Is culturally aware and creates a culturally safe environment
- Is able to 'let go' or modify some of their own ideas / opinions based on the input from others
- Treats people as equals while recognizing difference and expects others to do so
- Responds to diverse customer needs

3.   Leads ethically

- Is able to articulate personal values
- Demonstrates behaviour that is congruent with personal and organizational values
- Recognises and/or rewards behaviour in others that is congruent with agreed values
- Takes into account ethical issues when making decisions
- Challenges unethical behaviour in others
- Is honest in dealings with people
- Influences in an ethical manner
- Able to provide guidance to others when they are needing to make narrow calls on ethical or value driven decisions

4.   Displays personal effectiveness

- Displays self-confidence appropriate to differing situations
- Has drive, resilience, genuineness, openness and self-awareness
- Leverages interpersonal sensitivity to influence others
- Successfully manages uncertainty and ambiguity
- Displays and models high levels of self management – time, stress etc
- Understands implications beyond the immediate yet maintains a focus and a bias for action
- Seeks and applies constructive feedback
- Demonstrates flexibility of behaviour as appropriate

5.   Faces reality

- Has an in-depth grasp of their business environment leading to a robust sense of reality
- Has a clear sense of their own strengths and weaknesses and those of their team
- Delivers objectives and targets identified in the business plan
- Demonstrates sound budgetary and financial management within sphere of responsibility
- Implements ways to reduce costs and / or improve efficiencies
- Demonstrates sound understanding of business systems appropriate to their unit
- Uses market information to identify strengths, weaknesses, opportunities and threats
- Balances competing interests and issues

6. Delivers results

- Champions quality of service to meet / exceed external / internal customer needs
- Establishes and communicates high expectations and sense of urgency
- Achieves strategic and financial goals
- Looks for innovative ways to enhance the customer value proposition
- Drives for delivery using effective measures of progress and management of resources
- Supports team to achieve by removing organizational obstacles, finding resources and modifying systems to ensure non-recurrence of problems
- Delegates work and delivers results through the contribution of others
- Takes advantage of market opportunities

7. Demonstrates courage

- Accepts personal responsibility and accountability for results and behaviour
- Demonstrates effective influencing, appropriate challenge, overcoming resistance and resolving conflict
- Addresses
- Effectively creates tension with current situation to move business unit forward
- Creates a culture that supports, encourages, challenges others to take risks, to look for improvement opportunities and champion innovative / creative ideas
- Is prepared to put a stake in the ground and offer their own position on issues
- Is assertive and willing to take appropriate corrective action when required
- Says what needs to be said.

8. Identifies and develops talent

- Creates and tailors an environment which maximizes individual's motivation and supports learning
- Surrounds self with highly capable people
- Networks broadly
- Empowers others
- Attracts and develops talent
- Proactively looks for opportunities to provide feedback which is timely and behaviourally based
- Encourages a 'learning organization' culture in which people admit to and learn from mistakes and adopt and build on others solutions
- Works with each team member to agree their development plans

NEXT STEPS

Complete the FREE Leading Edge Leadership Assessment.

Enter here!

Having done your assessment and identified your strengths and weaknesses you are likely to want to begin your leadership development programme.

We are able to offer you a range of options to continue to develop your capability to lead.

1. To build a more comprehensive picture of your leadership competencies we can facilitate further assessment.
    It is useful to get feedback from others. For a small fee we can let you have a tool [again a pen and paper tool and you know why that is important!!] that you can give to a range of others to see if your perceptions of your leadership capabilities are supported by others. You can analyse the information yourself or send the summary to us for comment.

2. Undertake a face to face LEADING EDGE development programme [you'll have to be in New Zealand for that unless you want us to come and work in your country!!]

3. Begin an on-line leadership coaching programme based specifically on your needs.

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