1. Editorial

Now that funding for the Leadership Academy has come to an end, it is a timely opportunity to reflect on the support that has been provided over the last 18 months. The Academy has provided 100 unemployed and 'at risk' managers with 10 hours of coaching free of charge, and 200 unemployed managers the opportunity to attend a range of workshops throughout the year, including: "CV Writing," "Setting up a Business," and "Dealing with Recruiters." In addition, we have run a series of events with the aim of bringing together business leaders, academics and leadership practitioners to discuss current issues related to leadership in the recession. Action Learning Sets for 150 business leaders have been established, with many choosing to continue to meet past the funded sessions.

We are hoping to be able to secure further funding to continue with the Leadership Academy, but in the meantime, the University of Surrey is delighted to announce that it has received funding for a new project, the Silver Academy. The project is funded by the EU and the University of Surrey through the EU People mini-programme under the Interregional Cooperation programme INTERREG IVC. Run in partnership with the South East Chambers of Commerce, the project aims to provide support to individuals looking to set up their own business. For further details, please contact the Project Officer Emma Dewhirst (contact details at the end of the MOLIE).

This edition of the MOLIE has a wide variety of articles, addressing very different topics. Richard Fox starts us off with a thought provoking article about 7 key issues for businesses and political leaders to keep in mind when operating in these uncertain times. Beverley Hamilton focuses on the importance of supporting senior executives in their first 90 days of a new role, as many are often left to 'sink or swim.'

A regular contributor, John Brooker provides a fascinating insight into different ways to generate ideas within an organisation. Another of our regular contributors, David Klaasen then critically looks at the effectiveness of training, and provides useful strategies for changing behaviour.

Adina Tarry writes an interesting article outlining some strategies managers and leaders can adopt when faced with pressurised situations in the current economic climate. Barney Tremblay focuses on the topical issue of whether the recession is officially over, and shares her experiences and encounters during the economic downturn. Finally, Peter Wainwright writes a fascinating article looking at how managers and leaders can create a culture of innovation within their organisations.

Professor David Gray,
Director, Leadership Academy

2. Leading the Road to Economic Recovery

Richard Fox, The Learning Corporation LLP
rjfox@tlc.eu.com
Tel 00441483 454039
www.tlc.eu.com;   www.purposefullives.com

Introduction

There is a growing recognition that as we come out of this recession we will not return to 'business as usual.'   Instead the economic, social and political landscapes will have changed for good. For example:

- For the foreseeable future economic conditions will continue to be tough, with further business failures and perhaps social unrest
- Through their hunger for learning and advancement, China and India will become more of an economic threat as they create high wealth businesses in high technology and financial services
- New business models will be needed in both the public and private sectors
- Employees will expect to be led, managed and rewarded more effectively.

Against this background, the seven key topics for business and political leaders to consider are summarised below. To some extent these points overlap and are inter dependent.

1.Harness People's Talents and Strengths

As the economy picks up one of the key business challenges leaders will face will be to identify and develop the talent within the organisation not only to retain key players but also to stay ahead of the competition.

To meet this challenge successfully organisations will need to create and sustain an environment where 'valuing and developing talent' is second nature; it becomes an embedded part of the culture of the organisation.

To support this view, a recent survey by PricewaterhouseCoopers of 735 managers found that 70% were looking for greater meaning and purpose in their working lives. This should prompt questions such as:

(a) What do employees want out of their time at work?
(b) How can we help all employees identify their talents, strengths and gifts and use them to the full?
(c) What can we do to develop the key players and ensure smooth succession planning?
(d) What else do we need to do to create and sustain a Talent Valued Culture™ and become an employer of choice?

2.Embed Creativity and Innovation in the Corporate Culture

With the rapid technological and societal change that we are experiencing, there will be a continuing need for organisations to differentiate themselves and add value. This will require creativity and innovation in all parts of the organisation. The over-arching question seems to be 'What needs to happen at the personal, team and organisational levels for creativity and innovation to be a natural part of our every day activities?' Subsidiary questions could include:

(a) Is our business philosophy still relevant?
(b) Are we using the most appropriate business models?
(c) Where can we reduce costs without reducing customer service?
(d) How can we enhance customer service?
(e) How can we capitalise on the growth of the emerging economies?
(f) How can we increase our product range, our market share and our brand recognition?

The economic, political and social landscapes have changed for good.

3. Improve Employee Satisfaction and Commitment

A recent survey in the USA found that job satisfaction was down to 45% from 61.1% in 1987 and the lowest for two decades. Nearer to home, The Chartered Institute of Personnel and Development surveyed 2144 UK employees in December 2009, across the private, public and voluntary sectors. They found that job satisfaction has dipped to a score of +35 from a score of +46 nine months ago.

One third of the employees in the survey said that they do not feel that their immediate line manager treats them fairly, is not supportive if they have a problem, or does not listen to their suggestions. It does not come as a surprise then to read that a third of the employees do not feel committed to their organisation.

In many organisations the recession forced a change of culture to one of survival. Our discussions with senior leaders could go along the following lines:

- (a) What kind of corporate culture do you need to put in place to:
    - (i) Speed up the rate at which your organisation emerges from the recession?
    - (ii) Engage employees so that they willingly invest their 'discretionary effort'?
    - (iii) Succeed in the new business environment and become an employer of choice?
- (b) How might this culture best be defined, implemented and sustained?

Job satisfaction has dipped.

4. Rethink the Organisation's Values

In previous recessions one of the dangers organisations faced as the economy picked up was the loss of their best employees to other companies. This was mainly due to the fact that these staff or their colleagues felt they had been treated badly by their organisation and/or their formal training and development had been neglected.

The CIPD survey referred to earlier stated that nearly a quarter of employees said they were currently looking for a new job, while nearly four in ten said they would ideally like to change jobs in the next year. Therefore, unless companies take rapid remedial action it seems that over the coming months companies will face a similar exodus of the best people as before, and in some cases this may precipitate the death of the organisation itself.

Two of the early development activities an organisation is encouraged to act on is to (i) Recognise that it is very difficult for the competition to copy our culture; and (ii) Rethink our code of values and behaviours.

5. Succeed in the Knowledge Economy

One of the quotations I use frequently (as one might expect from a member of The Learning Corporation LLP!!) is 'The only way for your organisation to sustain its competitive advantage is to ensure your organisation is learning faster than the competition.' *Arie de Geus. Formerly Head of Strategic Planning, Royal Dutch Shell*
This prompts the following types of questions:

- (a) To what extent do we believe that this statement is true in our context?
- (b) What needs to happen at the personal, team and organisational levels for learning, knowledge and ideas to be transmitted easily across the organisation?
- (c) Is 'collaboration' one of our core competences?
- (d) How can we make our relationships with our major customers and suppliers more 'open' so we can exchange knowledge more readily with them?
- (e) What would be the business pay off of encouraging our top experts to set up structured networks with their counterparts in other industries and in academia so as to enable us to exchange knowledge and insights with a wider range of specialists?

6 Enhance skills in personal leadership and in working together

In today's fast changing environment it is essential that employees are able to operate effectively on their own. This is a prerequisite of being an effective contributor to a team, let alone working across different functions and with other organisations.

Again, while many professionals develop satisfactory working relationships with their peers within their own organisation, all too often they can be found wanting when challenged to work collaboratively with people having different working styles, values and cultures.

7. Sustain the Individual, the Organisation and the Environment

The majority of employees state that they are under too much pressure and I wonder if our current working practices are sustainable over the longer period. Could some of the exercises mentioned in earlier sections be expanded and considered under the theme 'What the sort of organisation do we want to create to manage the inevitable ebb and flow in the world economy and the continuing need to do more with less'?

Questions could include:

(a) What inspired the company in its initial years? How would we describe the company's original DNA? What has been lost that we could choose to recover?

(b) Which activities energise us and which activities drain our energy? What choices do we have about the latter?

(c) How can we make this organisation carbon neutral? Where shall we start? Who will lead and sustain the project? How will we reward achievements?

© The Learning Corporation LLP

About the Author

The author, Richard Fox, is a partner in The Learning Corporation LLP; a pan European firm specialising in people and organisational development.

3. Executive Onboarding: How to Accelerate the Return on Investment (ROI) of your Leadership Talent

Beverley Hamilton, One Step Further
T: +44 (0)1258 817647
E: bev@onestepfurther.co.uk
W: www.onestepfurther.co.uk

If you were given £100,000, how would you feel? If that £100,000 was then withdrawn and you were asked for another £150,000 how would you feel?

You might question whether you had made the right decision to take the £100,000 in the first place. You might also feel annoyed, frustrated and bewildered to have to pay 2 ½ times that amount for the privilege.

Well unbelievably, every time a newly appointed senior executive with a £100,000 salary *doesn't* succeed, your overall cost is £250,000. Can you afford that sort of ROI on your valuable assets?

People are what make any organisation successful; Leadership is needed to guide and inspire those people to deliver. If you ignore your leaders and fail to invest in them, you wave goodbye to any ROI.

The majority of employees say they are under too much pressure.

All too often, the higher up an organisation an individual progresses, the lower the level of investment and support. Newly appointed senior executives are often left to "sink or swim". There is an assumption that they are already at the right level to deliver what is required of them and that they know how to do that. There is also an assumption that they therefore do not want or need any support.

These assumptions are what cost £250,000.

So what's the alternative?

Firstly don't assume, secondly, provide support and thirdly, do it from *before* day 1.

Michael Watkins, in his book The First 90 Days: Critical Success Strategies for New Leaders at All Levels, suggests this is a critical timeframe within which a newly appointed senior executive needs to have a support structure and a clear plan. There is key knowledge that needs to be acquired. There are key relationships that need to be built. There are key performance objectives that need to be agreed.

There are a number of strategies that need to be adopted, to accelerate the successful transition of the newly appointed senior executive into their new company. This will then mean that their leadership talents can be put to good use as soon as possible. After all that is why you have recruited them. The timely execution of these strategies accelerates your ROI. In simple terms, the *success of your newly appointed senior executive's first 90 days impacts your bottom line.*

So what are these strategies? Michael Watkins suggests there are 10 key strategies and when condensed down, they focus on 3 areas of learning, relationships and performance.

Learning

Newly appointed senior executives need to take the time to understand what they need to learn, how they need to learn it and how and when they need to apply the learning. All too often diving straight into action is the course adopted. Their need to be seen to be taking action often clouds their judgement. They take first impressions as the right ones and act on those. They fail to take adequate account of a range of opinions and information. They fail to put a learning plan in place and this lack of planning can lead to a lack of focus in the right areas at the right time.

The type and timing of learning can differ from company to company according to the situation that company is within their market e.g. the speed of action required for a newly formed company is different from that of a company in trouble. Learning about the past, present and future of the company will give a rounded picture of how the company got to where it is today, what the current state of play is and what the priorities are moving forward. Leaders who take time to learn before they act, especially in a new environment will gain much deeper insight through which to form better decisions.

Relationships

The value of creating and maintaining internal relationships is often what makes or breaks a newly appointed senior executive. People are what make any organisation work.

Newly appointed senior executives are often left to 'sink or swim.'

When starting a new role finding out the movers and shakers, the cynics and fans is crucial in understanding what make the organisation tick. Once again creating the time to meet a range of different people is key in the first few weeks and months. It's the people that will tell you "how things get done around here". It's the people that will deliver new initiatives and ways of working. It's the people that will help a newly appointed senior executive understand what needs to be done and what he/she needs to focus on short, medium and long term. It's the people who will help new leaders decide the type of leadership needed for that company/department at ay given time – a one size fits all approach rarely works well.

The direct relationships of team, peers and boss need to be the first priority. Next on the list should be indirect internal relationships of key people in associated functions or business areas. Another area, which can be useful, is that of external relationships. That includes suppliers, customers, competitors, strategic partners and respected business analysts, all of whom will have a view on how the company functions and to what degree changes needs to be made.

Performance

Performance is the ultimate measure of success. How a newly appointed senior executive will be measured and on what they will be measured needs to be established from day 1. It is the responsibility of the new appointee to obtain clarity on the results expected and the method or standards by which they should achieved.

It is up to him/her to meet with their boss and be clear on 3, 6 and 12 months goals. Priorities need to be established and these need to be communicated across the organisation in order that everyone understands how and on what the new appointee will be spending their time during the first few weeks/months. Cross organisational clarity is vital to avoid misinterpretations, relationship difficulties and assumptions being made.

The first 90 days are critical to the successful transition of a newly appointed senior executive that, in turn, is critical to the achievement of a good ROI of that executive which ultimately makes a positive contribution to the bottom line.

The development and implementation of a clear learning plan, which focuses on knowledge, relationships and performance, is a key factor in the achievement of a good ROI. The adoption of the sink or swim mentality will not deliver a profitable ROI. A successful organisation needs leaders that add and create value so give them the best opportunity to do so as early as possible.

About the Author
Beverley is a speaker, coach and writer on Leadership, Accountability and Building AAA Teams.

Performance is the ultimate measure of success.

4. More than One Way to Generate Ideas

John Brooker, Yes! And…
Speak: 020 8869 9990
Write: hi@yesand.co.uk
View: www.yesand.biz

"The best way to have a good idea is to have lots of ideas." **- Linus Pauling, American Scientist**

What approaches do you have for idea generation?

Britain has recently had a general election. Reflecting on the televised leadership debates, the thought struck me, "What if the management teams of companies were elected?" No, not the Board; for most private companies the shareholders elect them. I mean staff voting for the management team. Imagine the CEO having to debate with rivals for his job in front of the staff…

This idea sneaked in to my head as I lay in bed and is an example of idea generation that we might call "Individual Spontaneity." It relies on our existing knowledge and making "connections" between pieces of knowledge in our brain, sometimes prompted by an external stimulus.

The advantage is that it is free and the ideas can be brilliant; Eureka moments! The issues include that it is ad hoc and unreliable. The same can be said for "Group Spontaneity", where ideas arise when you are chatting with friends or colleagues.

For an organisation to rely on Spontaneity for new ideas is a little haphazard, even if your organisation encourages people to socialise and talk about work. Therefore, it will require some kind of structured approach to produce ideas more consistently.

I consider there are three structured approaches to generate ideas, which I term:

- Structured Unprovoked
- Structured Provoked
- Structured Unlearning

Let's review them. As usual I would appreciate your feedback to broaden my perspective.

Structured unprovoked

Common in the workplace, someone gets a group of people together for a "brainstorming" session and says, "OK, give me ten ideas to save this company!" or similar challenge. Typically, it relies on the ability of individuals to generate ideas and be able to build on ideas from other people.

Pros
- Can produce good ideas
- People spark ideas off each other

Cons
- Many people find it difficult to generate ideas in a group or quickly on demand. To offset this, facilitators use techniques that encourage individual idea generation, before starting the group work

Many people find it difficult to generate ideas in a group, or quickly on demand.

- It often produces conventional ideas (or ideas that your competitors can think of) because:
  - The people in the group have similar backgrounds, read similar industry literature, meet similar people etc. Thus their ideas are triggered by similar knowledge and experiences
  - During the session, people process knowledge in the way they always process their knowledge, forming similar patterns of ideas
  - It can produce apathy ("Not another idea generation session")

Structured Provoked

To overcome the issue of conventional thinking, facilitators use a range of idea generation techniques to provoke unconventional thinking patterns and ideas.

Pros

- They can produce truly unconventional ideas that your competitors would not think of

Cons

- Using the techniques requires an open mind. Some people regard using them as "childish" and some resist using them because they are not conventional
- The techniques can produce "ridiculous" ideas. However, a group can put these to good use if they treat them as stepping stones to provoke practical ideas

For a good selection of books on using such techniques, type *Idea Generation* in on Amazon.

Structured Unlearning

In this way of generating ideas, individuals list everything they know about a topic in bullet point format. They share this knowledge with their colleagues, take one item from the list and ask, "How might this be different?" When new ideas are exhausted, the group selects another item from the list and asks the same question.

Pros

- Can be used by most people because the idea generation is based on their knowledge, experience and skill
- Can produce unconventional ideas very quickly
- It does not require such an open mind to use. It is not seen as "childish".
- Making all the knowledge, skills and experience known helps everyone in the group to generate ideas, even the most inexperienced.

Cons

- Listing all the points can be dull for some people
- It can be difficult to surface some of the more implicit assumptions and knowledge (the things we take for granted) which are often the basis for unconventional ideas

For a very good explanation of this idea generation approach, please refer to "Smart Things to Know About Innovation and Creativity" by Dennis Sherwood.

In this way of generating ideas, individuals list every-things they know about a topic in bullet point format.

So

The learning from this is that a structured approach to generating ideas will be more consistent and productive. However, if you seek unconventional ideas, choose the latter two ways.

The overall lesson is that it is best to mix and match the approaches. This will help maintain interest and motivate people to attend your sessions.

Action

Consider which way your organisation approaches idea generation. Is it stuck with conventional methods and approaches? Or perhaps it uses creative approaches but relies on similar techniques all the time. How might you change the approach?

To Close

Back to management being voted in by staff and I can already hear some people growling, "You can't do that because…" Let's play with the idea though! What if staff voted for management in a democratic vote, rather than individuals being chosen by senior people? What would management do to get elected? What would they not do, to ensure they can be re-elected?

Please let me know your ideas, preferably humorous, but all are welcome. There might even be a prize if there are some really good ideas. My choice will of course be totally undemocratic!

About the Author

Yes! And… is a creative facilitation company. We work internationally with leaders in medium to large organisations who must tackle an important challenge opportunity or project, **creatively.**

5. Changing Behaviour – The Illusion of Training

David Klaasen, Inspired Working
T: +44 (0)7970 134964
E: David.Klaasen@InspiredWorking.com
W: www.InspiredWorking.com

The Illusion of Training

There is still a widely held belief that sending people on a training course will fix their behaviour. But there are some scary statistics available from the Institute of Leadership and Management and DPG Plc. that show just how little impact a lot of training, especially Management Development programmes, actually have.

- Only 5% of the principles developed on management courses result in sustained improved performance in the workplace (note 1). This means 95% of the time and money spent is wasted.

- The average competence of UK managers is 54% (note 2) and most courses don't take this into account so half the course material is covering old ground for many delegates.

- 5% of that 54% means the effectiveness of most courses is only around 2.5%.

Notes

There are many possible reasons for this chronic lack of impact. It could be the prevailing culture in the business or the lack of internal support; it may be personal motivation or the individual not making the necessary shift in their own thinking. It's also possible that the training style was a bad match with the individual's personal Learning Style. The statistics above are focused on management performance and I want to discuss behaviour; because we all know that it is our behaviour that ultimately gives us our results.

So, what will create a change in our behaviour?

Let's look at behaviour for a moment. It is the only visible or 'observable' part of who we are but there is a lot of invisible stuff going on. For example we can't see someone's values or beliefs; we can only see the behaviour that results from them. We can't see how someone internally views them self, what they identify with or what they think of as the ultimate purpose of their role. In fact many people find it difficult to recognise, let alone to articulate this sort of stuff. It's all a bit 'deep'. But the thing is that this 'deep stuff' is actually driving our behaviour whether we are conscious of it our not, whether we like it or not. It's part of being human.

A Useful Model

There is a very useful model for understanding these subtle concepts and why they have such a powerful impact on our behaviour. It is called the 'Logical Levels' model and was initially developed by Robert Dilts in his book The Roots of NLP (1983). A number of years ago I met and did some work with David Molden who has also written a number of books and developed insightful exercises about it.

What I like most about the model is that it illustrates why some training simply does not work. The key to changing behaviour is being able to make a shift at the level above the one where the change needs to take place. The model can also show how people and businesses have inner conflicts that limit performance because the levels are out of alignment.

The key to changing behaviour is being able to make a shift at the level above the one where the change needs to take place.

- **Purpose** – this is the ultimate reason we have for being the way we are.
- **Identity** – How we see our role or our sense of self; who we are being.
- **Values** – What is most important to us.
- **Beliefs** – What we hold to be true.
- **Capabilities** – How we approach what we do.
- **Behaviour** – What we do and say. **Environment** – All of the above are dependent on a particular context, that means *where* we are at a given point of *time*, and with *whom* we are with. If any of these change it can have a major impact on our motivation and behaviour. For more on this see the article "Shifting Context = Shifting Motivation". For a copy contact Amanda.Faramus@InspiredWorking.com.

As we grow and develop we all have a number of experiences that affect us on different levels. What may seem insignificant to one person may change the fundamental beliefs about the world for others. Entrepreneurs are a great example. If something goes wrong or they make a mistake (even when it is quite serious – like going bankrupt) they will consider it a learning experience and an opportunity to develop their capabilities. For others, bankruptcy can have a devastating affect on their beliefs about the world (*"it's not possible to run a business in a downturn"*) and even the way they see themselves (*"I am a failure"*). This mindset will severely limit their ability to bounce back. It's interesting to note how bankruptcy is almost a badge of honour for entrepreneurs in the US, mind you the consequences of being declared bankrupt in the UK are a lot more severe!

What Level Are You Responding At?

How easily do you receive feedback? Do you see it as commentary on your behaviour or do you feel it as an attack on who you are as a person? Your response is always at one or more of the levels in the model. However the level you respond at also has a lot to do with the way the feedback is given.

For example, if you call someone 'useless' or 'lazy' they will defend themselves quite vigorously because it is taken at the higher level of 'Identity' – you are making a statement about who they are being. You may see them that way but people rarely have that sort of 'sense of self', so they feel a need to defend themselves or simply dismiss what you are saying as irrelevant (which means it will have little impact on their behaviour!). They would probably be more likely to actually hear you, and take on board what you are saying, if you gave a description of the way you see them behave. For example; "When I see you lounging in your chair with your feet up on the desk texting your mates it gives me the impression that you don't care and don't want to work here." They can't deny an observable behaviour, but they can and usually will deny, and be defensive about, the invisible concept of 'lazy' or 'useless'.

Skills Are Not Enough

In the last nine months I have come across a number of situations where a Team member was promoted to Manager or a Manager was promoted to Director. This sort of promotion has many challenges associated with it. For a lot of people it is like the change that occurred when they went from Primary School to High School or from High School to University. The rules of the game change and the expectations placed upon them are very different.

So, even when they are trained in the new skills and capabilities of Management and Leadership, if the people who are promoted into a new role don't make a shift at the higher levels of the model, they will struggle in the role. For example they simply continue to hold the same beliefs about what they can and can't say to their staff (like joining in the gossip). They still value the same things they did in their previous role, (like some friendships being more important than results), or believing that the top management don't really know (or care) about what's going on at the front line. They have difficulty expanding their focus to match the purpose and priorities of their new role and who they need to be for their people and finally they often get trapped in doing more of what they used to do, working longer and harder, rather than stepping back and seeing things from a different perspective and with different eyes.

It's a classic mistake for Directors to assume that once they pay someone a Directors salary they will start behaving differently. I've regularly heard people say "I pay them as a Director; they had better start acting like one!"

Hmmm . . . wouldn't it be great if all we had to do was promote and pay people more, and they would automatically 'change'. There is a flawed belief in there somewhere. It just doesn't work that way.

If you call someone 'useless' or 'lazy' they will defend themselves.

Shifting at the next level

There are a number of fascinating exercises that can help people make the shift and it's about understanding the nature of the Logical Levels model. If you want to change behaviour you need a shift in capabilities. You need to develop a new set of skills and to practice them until you master them.

However, learning and practicing new skills takes effort and motivation. If you want a shift in motivation to develop the new capabilities you need a shift in beliefs; this means exploring what you believe about the situation. You need to ask: "What needs to be true (or possible) for me to succeed?" and "What evidence do I need to look for to prove it is true?" Remember the famous quote from Henry Ford "Whether you believe you can or whether you believe you can't – you are always right".

So, to shift your beliefs there needs to be a reason that is powerful enough to make you want to change the way you see the situation and what is possible. This is about altering what you feel is most important or what you value most.

A powerful way to shift what you deem important or valuable is to see yourself differently. For example, who is your role model or a personal hero you would like to emulate? What do you think was most important to them in order to achieve what they did? What did they believe in?

Finally, in order to change the way you see yourself you need to consider the ultimate purpose of what you want to achieve. There is a big difference in building a business in order to sell it within 5 years and building a business that is going to give you a comfortable income for 10 – 20 years. It's useful to regularly review what the purpose of your role, your business or your relationship is, and to discuss it with others.

The key to changing behaviour is being able to make a shift at the level above the one where the change needs to take place. The higher the level of the change the easier the change becomes at the lower levels. In fact if a change occurs at a higher level the changes at the lower levels is sometimes automatic. Many people discover this when they become a parent.

The Reality of Management

When I go through this model with people they often have a dramatic insight at the higher levels because they had not given it any conscious thought. For example as a Director it is not appropriate to have your emotional needs met with staff or even your managers. There need to be clear lines that should be respected. I've met many senior people who get totally stressed out by the busy-ness of doing, because they want to be seen as being 'one of the lads' or 'helpful'. These well-intended behaviours undermine personal authority and limit the scope for improving performance.

The reality of management is that they will be even more helpful, and serve their team better, by shouldering the responsibility for performance, being organised, making strategic decisions and giving clear directions. You can still be friendly and helpful but you need to know where the lines are drawn and at what level you are operating from.

We often operate as adults using a set of beliefs and values that were formed when we were far younger and had different needs. We'll even defend these outdated values and beliefs in order to be 'right' or 'to prove a point' rather than reassess how useful they are and change them to empower ourselves in our new role.

Consider a management behaviour that you want to change and ask yourself the following questions (or get someone else to ask them):-

A powerful way to shift what you deem important or valuable is to see yourself differently.

- What do you need to be capable of to demonstrate your new behaviour?
- What needs to be true (or possible) to help you practice and master the new behaviour?
- What needs to be most important in order to sustain the new behaviour?
- What role do you need to play and who do you need to be to consistently adopt the new behaviour?
- What is a more meaningful or higher purpose to focus on so you can make the new behaviour part of who you are?

For training that requires a change in behaviour to be effective it needs to address all levels of the model. This is the only way to create significant and permanent change.

About the Author

David is the Managing Director of Inspired Working and works with Owners, Directors and Senior Managers who are focused on growth, to implement their business strategy by working smarter not harder. If you want to discuss any of the issues or questions mentioned above, why not contact me at David.Klaasen@InspiredWorking.com to explore your needs and how we can help?

6. The interdependence of leadership, quality and innovation in organisations.

Adina Tarry, Accredited Coach and Business Psychologist
Director Rich Answers™ Int. Ltd.
Mobile: 00-44-07814 434258
www.adinatarry.com
adina@adinatarry.com

A lot has been said about what needs to be done at times of austerity and in spite of history, the typical line taken from the top down, involves savings through cost cutting. Money is no longer spent on acquisition of products and services from external sources, which become the first casualties of downturn. Why so? Because this is an easy exercise to do. The procurement expenditure is neatly tracked though accounting systems. A glance at one report page and a pen to write down a new smaller figure is all it takes.

What is seldom if ever done at times of downturn and even less so at times of prosperity is looking at the financial drain caused by an inefficient internal supply chain. Whilst the cost of poor quality can be measured for instance by understanding that correcting a typing error on a document may cost £30.00 and therefore counting those errors and eliminating them would save X amount, such figures are rarely tracked and made visible.

A lot has been said about what needs to be done at times of austerity.

Therefore when it comes to saving money, going to the clear figures of procurement costs is the simplest way to make a short term visible difference.

Internal supply chain wastage is more often than not related to "soft" aspects of quality – management capability, employee motivation, correct recruitment, and organisational culture – than process or technology. This is why when it comes to cost cutting it is easier to cut out budgets rather than cut out waste by causal analysis and related innovation and improvement.

With the silo mentality still prevailing, backed by lack of appreciations for what the others do and the own significant contribution in the bigger picture, individual employees struggle with real engagement and commitment to the wider cause.

Turning around the collective mind, initiating an "ownership revolution", stimulating pride in individual contribution, increasing awareness of and buy in for the collective outcomes is an exciting but challenging possibility which requires vision and sustained drive over time.

The link between internal efficiency and overall quality should be provided by the leadership through vision and belief in the cumulated potential of its people. In quality management this falls under the "soft" aspects of quality, yet the "hard" aspects, based on process, technology and measurement, prevail. Because machines do not have opinions and processes do not answer back, but people do!

One can roll out technology overnight, but to change culture it takes month and years of effort and sustained clarity of objective; a focus not easy to achieve.

Woking today for an outcome tomorrow is out of fashion! Short term bottom lines have been favoured, particularly at the top.

Top people are being rewarded for short term gains at the cost of longer term losses and CEO role tenures have gone down to 2-3 years.

With such tunnel vision and lack of commitment for a greater and more ethically based outcomes, the economy and the organisations of the last 10-15 years have been rocked by the short and sharp bursts of boom and bust, with the fall out, left to those in the lower echelons of the wealth chain, to clean up.

Leadership is not up to task and the consequences are all around to be seen.

But why do we always refer to leadership in connection with failure or success of organisations? Because leadership is a composite concept and the definitions of leadership are as numerous as the attributes that define it.

Leadership is about: behaviour towards achieving a goal, gaining compliance, mobilising resources, influencing the reality of others and articulating a vision, embodying values and directing collective effort, initiating revolutionary change, making sense of what is going on in order to achieve commitment, influencing, motivating and enabling others.

A really tall order, yet quite achievable since thankfully we can all name quite a few leaders that have done exactly that, oftentimes with an astonishingly limited use of resources other than their own extraordinary focus and staying power drawn from personal resilience and single minded belief and dedication.

The open secret is of course that of trusting and using collective resourcefulness.

But how many leaders in our organisations invite every individual to contribute to decision on change? How many have a real open door policy? How many trust the others' collective knowledge and capability to solve problems?

The link here is with another fashionable concept, innovation, which at times of austerity may also hold an answer; the ability "under duress" to find new ways to survive and thrive when resources are scarce.

However innovation relates not as much to finding new ideas, as to the implementation of ideas into commercially viable outcomes.

This requires top class management to complement strong leadership. Because both a visionary figure - to decide redirection and allocation of resources - and core management capability – to effectively utilise these resources – are needed for success in innovation.

How many leaders in our organisations invite every individual to contribute to decision on change?

Research shows that management and leadership skills, particularly "soft" people and communication related capabilities, are insufficiently developed.

The flow of possibilities is disabled from the top down by lack of visionary leaders to stimulate collective participation and strong management skills to turn ideas into tangible commercial outcomes.

So what could leaders and managers of companies large and small do, instead of reacting hastily?

1. Refocus the direction of savings inwards to the inter-departmental functionality which will decrease cost of outputs.
2. Communicate that "change and flexibility are good" and engage the people from the grass roots to come forward with their innovative and improvement ideas. Have a real open door policy and listen to what the organisation is thinking and has to say.
3. Empower individuals to own their role and have a say in decisions related to change and improvement.
4. Threat employees like adults and eliminate controlling mechanisms based on fear, shame and blame, instead cultivating trust and openness.
5. Inform them as soon as possible and co-opt them in the change process.
6. Show strength of resolve and confidence in their ability to weather the storm and do so by asking for and valuing their contribution in wisdom and expertise.
7. Set a strong positive, consistent and visible example for them to follow and believe in.
8. Promote ongoing innovation as a transformative change beneficial in its outcomes for all.
9. Create internal stability by offering visibility of a career path and also mobility within the company to other departments and functions.
10. Institute internal training to educate on cross functional contributions, provide a bigger picture and assign equal worth to each role and function.
11. Strengthen the internal connectivity, functionality and the sense of pride for an integrated interdependent organizational self.

Money can buy many things but not the admiration, respect, loyalty and affection of others.

Experiencing the joy and pride of being acknowledged and remembered by many as the best teacher, the best boss, the best mentor, the best supervisor, may prove to be more rewarding than another bonus.

Perhaps aiming for these rewards, is also a goal that leaders and managers may consider.

About the Author:

Adina Tarry is an independent practitioner offering business consulting, coaching and business psychology expertise for the development of people in organisations and improvement of business management practices. Adina has worked intentionally across many industry sectors mainly with senior management and key technical specialists. www.adinatarry.com, adina@adinatarry.com

---

Set a strong positive, consistent and visible example for them to follow and believe it.

---

7. Its official – the Recession is over!

Barney Tremblay, Professional Impact
Tel: +44 (0)1483 740407
transform@professionalimpact.co.uk
www.professionalimpact.co.uk

This do-lally fantasy of the recession being over, sure as death and taxes, wasn't their reality.

"It's official! The recession is over!" Whilst attending a Chamber of Commerce event in April of 2009, these were the words that were proclaimed to those gathered, with a sense of celebration, light heartedness and authority.

It's rare that I personally feel gobsmacked, but I did at the sound of those words. "What cave, on what planet, are these speakers from?" was my initial reaction. You see, I was still actively coaching at least 30 people who were either seriously at risk or who were trying to overcome the shock of suddenly and unexpectedly having been made redundant after long and productive careers. This do-lally fantasy of the recession being over, sure as death and taxes, wasn't their reality.

It reminded me of the early eighties when I was speaking by 'phone with my mother in the States and I casually boasted, "Do you know that the unemployment rate in this country is currently less than 1%?" And after a longer silence that I was expecting, she very calmly said "You know hon, if you're even one of the less than 1%, it's 100% for you!" That was such a gem of wisdom that I have never forgotten.

Not only are we now another year and a half beyond that event and those words, economically, we are nowhere near the recovery phase for a nation that has only managed to escape full implosion because we are a collective culture of such true grit. My admiration for my fellow human beings has never been so strong or so clear. We're not just survivors; we're 'thrivers'.

Of course there are those who have been catapulted into growth and new business opportunities during this time but I would venture to say this not the majority of SMEs. Those of us who have managed to make it this far, however challenging the journey has been, are probably only partially believing that we'll get there in the end and it is indeed too soon to pat ourselves on the back, secretly, or otherwise.

Many of us have been through some very challenging financial circumstances and no doubt most of us have trimmed to the bone – I certainly have. Yet I feel that it is when times are tough that cream rises and if it doesn't, it's because it's rotten and it curdles. As an authority on Leadership and Communication, I have real concerns with some of the ways that I have both experienced and seen others being treated during these memorable times. The personal touch, partnership, commitment to service, values and attention to customers' needs sadly all have been missing in so many of my recent experiences.

Over the past few months I have had thousands of pounds worth of training and development work in leadership and communication cancelled as public sector contracts have been revoked due to massive redundancies. You can bet that however disappointed I feel, I am not sitting around just hoping things will work out. I am seriously out there chasing business and even though many of my clients are also struggling or indeed have no budget for our work at the moment, they are thrilled to hear from me and they overwhelmingly express that never was our work more needed than right now. So many are having such a difficult time and they value the empathetic and encouraging ear that I offer. Especially during these tough times, I'm willing to help these organisations to escalate their performance, not lose heart - and often, just 'being there' is the inspiration they need to keep going.

Times are still tough and they might even get tougher in the foreseeable future but there's opportunity here too, if not immediate financial reward. I have personally concentrated on tightening my relationships with my clients and customers as well as with my family and friends. I've offered a lot more non-invoiced help than some would say is wise and I've asked for more support where I needed it – not comfortable or familiar territory for me. My profound appreciation and gratitude go out to all who have been so supportive, not judgemental and not inclined to ask too many silly questions. Each of these experiences with each of the people involved has made me a better person and definitely a more empathetic coach. Somehow, in my reflection, I also believe that I speak for a few others!

Relationships are everything. Friends get closer and customers won't really leave us – they'll be back. Business will be back and we will all remember how we were treated when times were tough.

8. The leader as encourager of creativity

Peter Wainwright, Askyra Ltd
E: peter.wainwright@askyra.co.uk
T: 07793675164
www.askyra.co.uk

Recently, whilst queuing for a takeaway latte, I bumped into a colleague, who works for the local council. She said "*We need innovative thinking*". I agreed (of course). There is no shortage of demand for this – it's being urged of us by government, by organisations, by entrepreneurs interviewed on Newsnight, and the Leadership Academy. Yet, it's not happening fast enough. Organisational culture gets in the way, and the need to satisfy immediate goals drives behaviour. Ricardo Semler (leader of Semco, author of "*Maverick*") once said at a CIPD conference in the mid 90s something akin to "The leader's role is to remove the barriers that prevent a culture from developing" – the challenge is how to identity those barriers that prevent a culture of curiosity and creativity from flourishing. One barrier is that employees lack real examples of personal innovative and risk taking behaviour; they see it before them in charismatic leaders, but often employees are not given the support to take the risks, or are not motivated to do so. Maybe their manager is risk-averse and personally finds any kind of innovation challenging and fears looking silly, especially if it all goes wrong, and they find lots of time has been wasted.

So, what can a leader do to start moving in the direction of challenging people's thinking and acting, not simply directing changes? For a start, follow the example, not to the letter, but in spirit, of Ken Lewis, Director of Dutton Engineering, whose staff told him that they wanted an "open door" policy regarding access to the boss. So, Ken actually took the door off its hinges himself! He didn't employ a maintenance contractor – that would have been the easy option. That story sent a powerful message of openness. Some would say, that's not innovation, it's just someone taking the hinges off a door. I argue it is innovation, because it's about creating a better climate for new thinking and ways of working, and taking a risk, however small.

With public sector funding cuts and general austerity, the challenge to innovate is a step greater than door-off-hinges, though it's a good start. It means changing the thinking that cuts mean less output, less customer service. But why not cut even more? Hang on, are you crazy?! This looks like managers innovating even more people out of a job? But it's simply about fundamentally challenging why services and products are created and offered as they are. Job cuts are inevitable, but may create new opportunities; for instance, public sector leaders could help set up partnerships with the non-public sector so that staff facing the chop at least have some chance of using their skills newly employed in a re-designed organisation that doesn't have the label of 100% public sector.

Relationships are everything.

This requires the boss to care about her/his staff beyond their current jobs. If I felt my boss didn't care about me after I left the organisation, I probably wouldn't want to do anything risky that remotely accelerated my leaving date! However, if I had a boss, such as the once MD of Credit Card Sentinel, who took care to find jobs for staff who wanted to leave, I might give that extra and find a door to "take off its hinges". I recall the MD telling us on a Chartered Management Institute visit to his firm, how he urged people not to leave until his firm had helped them find the jobs they really wanted. Leadership cannot stop when the employee walks out of the factory gate – good leaders care about the whole person.

In the search for being innovative, as well as choosing the appropriate strategies, methods, and processes, the basics of leadership will help create a culture of experimentation of risk-taking, of door hinge removal. If staff know they are truly supported and loved, in the broadest sense, then this is bound to shift the culture towards openness and risk-taking. Just think how much further we can progress a culture of innovation - imagine a big sign in the reception area of your company with these four concepts, taken from the book "*Managing Problems Creatively*" by the OU Business School (prepared for the Creativity, Innovation and Change course team by John Martin and Ros Bell, with a contribution from Ysanne Carlisle, 2007. The first three concepts are from Charles Handy):

> -Curiosity
> -Forgiveness
> -Love
> -A sense of direction

These concepts stand for themselves and many leaders are already in tune with these at a personal level, yet often wary of being open about how important they are for the organisation "What's this got to do with customer service? Value for money..etc?". It's important to give life to these concepts in teams, and not just keep them inside you as part of your core values. So, to go back to the original question about how to promote innovative thinking; take a risk, develop your own version of the four concepts with your team, and find a door that plainly doesn't need its hinges!

About the Author

Peter Wainwright is a highly experienced business consultant and facilitator who leads Askyra Ltd, a consultancy that helps organisations to develop their capabilities through creativity and innovation.

8. Comments and Suggestions

If you have any feedback regarding the MOLIE, please contact Emma Dewhirst at e.dewhirst@surrey.ac.uk. If you would like to contribute to the next edition of the MOLIE, the deadline is **22nd October 2010.** Articles should not exceed 1200 words and be related to leadership and/or innovation in some way. Please send articles to Emma.

Leadership cannot stop when the employee walks out of the factory gate.