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Inside This Issue

1. Editorial

As the credit crunch begins to bite, it is perhaps time to reflect on how we got here and, in particular, what styles of leadership have contributed to our current demise. On a more positive note, what are the approaches to leadership that can help us to move through this economic turbulence? As Craig Yeatman (Challenges, Courage, Conversations) notes, a special kind of leadership is needed to cope with the rapid pace of change - we need a different kind and scale of leadership. Neil Scotton (How Do We Engage Leaders with What They Really Need to Know Right Now?) takes the argument a stage further, raising fundamental questions about the purpose of leadership within a world where many of our activities seem unsustainable. Do we need to change our mental models of the world, and if so, how do leaders help in achieving this?

A number of articles in this edition of the Newsletter talk about the importance of encouraging the generation of new leadership ideas. We will eventually rise out of this recession. But the strength and timing of the recovery (and shape?) will be influenced by our ability to adapt, change and innovate. It is therefore reassuring to see so many articles in this edition that demonstrate innovative, critical and constructive thinking about leadership.

2. Developing Leaders for the 21st Century
John Knights, Chairman, LeaderShape

The 60 years since the 2nd World War has seen unprecedented economic growth and personal materialism. It has arguably been to the detriment of the planet and the moral fibre of humanity. This has culminated in a financial and economic crisis not witnessed during this period or even during the entire lives of most of us.

Has this occurred because of the prevalent ego-based style of leadership that has focused on personal reward and power, prestige and self aggrandisement? If so, what are we going to do differently to ensure a worthwhile future for generations to come?

Every crisis provides opportunity. This is a unique time to change the form of leadership of our nations, organisations and businesses. Many would agree that it requires authenticity, a return to core values and ethical behaviour, as well as maximising the opportunity for everyone but without losing the aspiration of sustainable improved performance.

The last 10 – 15 years has seen an accelerating change to our world in such areas as technology, communication, availability of information, social change, globalisation and fear for the future of the planet. On the plus side, emotional intelligence has developed as a very useful science to enable people to manage their personalities and function more effectively.

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Even more recently we have seen the emergence of thinking on spiritual intelligence although often it is too related to the mystical, religious and even magical, rather than based on personal conscience and self determination (that can transcend religions or the absence of it). This can provide for a transpersonal leadership which is beyond the ego and focuses on all stakeholders connected to an organisation.

Finally, research in the field of neuroscience has introduced us to many new insights into how the brain functions (usually consistent with modern theories of psychology). What is particularly pertinent is that our brains have not changed genetically since stone-age man 250,000 years ago. So our predisposition to how we think about leadership can only change through the impact of the environment we live in or from our own will to change our neural pathways. For example, we humans have a predisposition to think leadership is "knowing everything and telling people what to do" – and that simply does not work in this century, especially as we cannot retain in our heads even 10% of what we need to know today.

Every crisis provides opportunity.

To achieve this new leadership, leaders need as a first step to be more attuned to the emotions of themselves and others – ie develop a high level of emotional intelligence. This provides the platform for leaders to allow themselves through greater self awareness to bring their good values to the surface and have the inner confidence to act on them.

Organisations will change their leaders regularly but it is questionable whether the replacements will be any better unless we change how we choose leaders and perhaps more importantly how we develop them.

So what should the strategy be to produce and place the leaders we need and even more importantly in the context of my blog (see below); **HOW do we actually develop people who can meet the new demands of leadership in the rest of the 21st century? I have my views but what are yours?**

Please contribute to my blog at:

http://www.forceforgood.com/Blogs/Developing-Leaders-for-the-21st-Century-221/1.aspx

"Forceforgood" was conceived and designed by the Tomorrow's Company think-tank (of which LeaderShape is a member – and as are many major international corporations). Forceforgood.com examines how companies can fulfil this role by providing examples and provoking debate. Its aim is to create an interactive, global space – a showcase for the world's most progressive companies and a forum for discussion about the tough issues relating to business's role in society – from human rights to climate change. The Tomorrow's Company website is

http://www.tomorrowscompany.com/

www.leadershape.biz
LeaderShape
Business Leaders shaping the best **Leaders** for the future
John Knights, Chairman
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3. The Art of Leanership™
Beverley Hamilton, Managing Director, One Step Further

Much has been written about leadership; what it is, who should be doing it, how they should be doing it, what models work in which situations and how companies might apply those models for organisational effectiveness.

Much has been written about lean thinking; what it is, how it works, what the tools, techniques and concepts are and how different companies can translate those concepts into working models for their business.

Both leadership and lean thinking are seen as enablers for organisational success and yet…

❖ Many organisations still struggle to deliver *sustainable* profits and growth
❖ Many organisations still struggle to *effectively* attract, deliver for and retain their ideal customers
❖ Many organisations still struggle to be sufficiently agile to innovate and create remarkable products and services to compete in or lead their market
❖ Many organisations still struggle with the internal conflict of function/division v the business as a whole
❖ Many organisations still struggle to recruit, develop, retain and engage inspired employees who are capable and motivated to deliver for their customers

Perhaps it's time for a different approach? If the answer is yes, could that approach be *Leanership™.*

Leanership™ **– the art of leadership combined with the science of lean thinking applied by people to create lean enterprise.**

LEADERSHIP
❖ Creating and communicating a vision and strategic direction
❖ Aligning the organisational stakeholders
❖ Motivating and inspiring people to deliver

LEAN THINKING
❖ Define value from the customer's perspective
❖ Define the value stream activities for the waste free delivery of each product/service
❖ Align the value stream for continuous flow
❖ Manage demand at the pull of the customer
❖ Seek to continually perfect what you have created

LEANERSHIP™
❖ Creating and communicating a vision and strategic direction that highlights customer value, fosters profitable, enterprise wide growth and innovation
❖ Aligning the organisational stakeholders (internal and external to the enterprise) to deliver customer value
❖ Engaging with and inspiring all stakeholders (internal and external to the enterprise) to be accountable for delivering customer value
❖ Being sufficiently agile to thrive in and through times of uncertainty and change

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The purpose of any business is the

1. Continuous delivery of customer centric value;
2. Continuous delivery of innovative and profitable products and services appropriate to a chosen customer base;
3. Continuous engagement of capable and accountable people in worthwhile work to deliver and improve the flow of value to the customer

If this is true then the purpose of the people within a business is to imagine, design, deploy and leverage structures, systems, processes, skills, knowledge and talent for the benefit of their customers and themselves.

To enable people to sustainably engage in this purpose is the rationale for *Leanership™*

The Principles of *Leanership*™

The foundations of *Leanership*™ are outlined above and are applied through the following principles

Always Start with the Customer

In order to always start with the customer, by definition you need to identify who the customer is. At a whole systems level this must be considered from both an internal and an external perspective.

External – any person buying and/or using your products and services – "the ultimate customer"
External – any person along your external supply chain who plays a role in the design, production, delivery, maintenance, disposal and/or support of your products/services
Internal – any person along your internal supply chain who has a part to play in the design, production, delivery maintenance, disposal and/or support of your products and services

Always Be True to Your Guiding Values and Principles

Most companies have at the very least a mission or vision for their business. Some companies go further and have a set of values or principles that define how they will go about their business and how they will interact with and treat their people, customers and suppliers.

Leanership™ goes one step further and has, as a core principle, the active engagement of those guiding values and principles as the very DNA that drives attraction, recruitment, development and retention of people (employees) customers and suppliers.

Always Integrate Structure, Process, Systems

The "silo" structures and behaviours of many companies has long been the bedrock of inefficiency, poor communication, disjointed thinking and internal competition – all of which do nothing to contribute value to customers.

Total, whole systems, cross organisational integration is therefore crucial and the alignment of product and service offerings must be managed horizontally to see the total value stream. This in turn means training, development, performance and reward systems need to be aligned.

Always Attract the Right People at the Right Time with the Right Skills, Knowledge, Talents and Behaviours

Skills, knowledge and talents should be taken into account when recruiting and developing people. Through the definition of learning pathways aligned to the business purpose, each role along the value stream has its own blueprint for success. Onto this it is then possible to develop a learning plan for each person; for their current role and as a development plan for future opportunities. Learning plans should focus on the development of skills, knowledge and talents and not on "fixing" people.

Traditionally, careers are structured vertically and in many cases this doesn't allow for the reward of breadth and depth of learning in a particular functional specialism nor does it simultaneously allow for development from front line, through supervision and management to executive positions.

In many organisations the "good salesman" is promoted to sales manager, the "good technician" is promoted to technical manager; the belief being that the skills, knowledge and talents for a functional speciality are the same as for a management or executive position when in fact they are very different.

Always Strive to Deliver Better Value for Your Customers

❖ Design and deploy a change management system that promotes
- Improvements in your brand proposition
- Improvements in customer value
- Improvements to the efficiency and effective of your business systems and processes
- Improvements to the capability and competency of your people
- Engagement, communication, accountability, learning, innovation
- Appropriate leadership within and where relevant out with your organisation
- Agility of thinking, planning, action and reviewing

Leanership is not a role or a position
Leanership is not an initiative to be deployed within a set timeframe
Leanership is not the next miracle cure for ailing businesses
Leanership is not an activity which can be dictated via a PowerPoint presentation
Leanership is not the responsibility of just one person

Leanership requires business leaders to challenge their entire organisational norms
Leanership requires training, coaching, behaviour change and active workplace implementation
Leanership requires dedication over time to transform "the way things are done around here"

Leanership is a philosophy, a mindset and a set of principles which, when applied consistently across an entire enterprise, can significantly enhance the successful and sustainable delivery of a business's purpose.

Beverley Hamilton is MD of One Step Further, a development consultancy working with senior leaders and their teams to improve individual and team effectiveness for the development of increased profits and strategic value to customers.

Skills, knowledge and talents should be taken into account when recruiting and developing people.

4. Who Sets the Rules?

Richard Derwent Cooke, Founder of I-Change.

Who is at the top of any organisation? Assuming that you have moved beyond the one-man-band or founder-run organisation, then the answer is the people who have proved themselves most successful in the past. The historical paradigm is that you join a company, build a track record and move up. The thing is, this tends to assume that what has gone before is the best, and possibly only, indication of what is to come.

Let me illustrate. Think back to the first World War, the men in charge of the conflict in 1914, such as general Haig, were born in the Victorian age, around 1860. They were weaned on tales of glory and cavalry charges, such as the charge of the Light Brigade in 1854. As boys these were the games they would have played. They had no conception that war could be so radically changed by things like the airplane, gas and the machine gun. They were referred to afterwards as donkeys leading lions.

"Rules are mostly made to be broken and are too often for the lazy to hide behind" Douglas MacArthur

I would suggest this is a far easier trap to fall into than you might think. Last month I was writing an article quoting from David Maister. Here is the quote again "*As evolutionary biologists have taught us, the more adapted (i.e. comfortable) you are in your current environment, the less likely it is that you'll be adaptive to environmental changes."* In other words, it is yesterday's winners who control the rules by which we will play tomorrow's game. If you consider the global scale of the present economic challenges, such as:-

* ❖ The credit crunch and banking crisis
* ❖ The emergence of China & India as global economic powers
* ❖ The oil price
* ❖ The Middle East situation

Do we really feel that tomorrow's game will be the same as yesterday's or has someone just invented the next 'machine gun'?

"Rules are for the obedience of fools and the guidance of wise men."" Douglas Bader

You need people in your organisation, or if not within it, then working with you, who can challenge your thinking and ask those dumb questions. Can you honestly think that any normal person would think it was ok to give mortgages of 120% and 5 times salary? Where might Lehman Bros, Halifax or Northern Rock be today if someone had just spoken up and said *"That seems like a daft idea to me!"*

You need to ask questions like *"What is the best way to do it?"* rather than "*How can we do it?"* Perhaps rather than asking how to win this game, you should be considering how to change the game so that you can win it….

Richard Derwent Cooke is a Facilitator, Coach & Change Agent and the Founder of I-Change. He specialises in helping leaders, and their teams, clarify, develop and implement their plans. He has been working in the fields of personal and business change for over 25 years, working with international blue chip companies and individuals. He is trained as a chartered accountant and in various alternative disciplines. See www.i-change.biz for more details, or email info@I-change.biz. Change & Stuff Blog: http://www.i-change.biz/blog/

5. Leadership, Learning and Happiness

Emma Drew, Chief Executive, All Ways Learning

Current thinking around leadership says leadership can be learned, or at least enhanced by learning. Enjoyment is a pre-condition of effective learning.

If this is so, I want to stand back for a moment and think about when someone might identify themselves as a potential 'leader', how they know, and what makes them stick with it.

I recently had the privilege of spending time observing teaching in two educational institutions: Varndean College, a successful community sixth form/FE centre, and Brighton College, a top-performing independent school. In both I witnessed expert teaching, an imaginative variety of teaching techniques and a supportive approach to the students. Class sizes were not as different as you might think. Students were largely engaged and articulate. Lessons touched on big themes and complicated ideas. Students were expected to manage themselves maturely.

So why did the two experiences feel so different? Why will the life outcomes for students in the two institutions be, on the basis of probability, so divergent?

Enjoyment is a pre-condition of effective learning.

Why will a large proportion of Brighton College students identify themselves as candidates for Oxbridge and/or a lifetime of leadership? What gives them the confidence to do that? How are their talents developed to maximise their chances of success? Why would fewer of Varndean's students, who have a track record of valuable social, economic and cultural contribution, make the same decision? It cannot just be about innate ability: that is a statistical impossibility. Nor does it help to put it all down to money. What else is it that Brighton College students have that enables them to build their abilities through school, on to university and out into the world, arriving in the workplace ready to assume leadership roles? Could it be that *formal recognition* in the education process of leadership development is part of it?

Components of this (self-)identification process have been identified in the Leadership Academy's discussions: access to **communities of practice**, and dedicated **learning resources and environments** that enable self-worth, recognition and achievement.

An educational charity, the Sutton Trust, reports that '60,000 pupils – who at age 11, 14 or 16 are among the top five of academic performers – do not enter higher education by age 18' (http://www.suttontrust.com/reports/wastedTalent.pdf).

A wasted talent indeed. The importance of higher education to leadership development is self-evident. That as a society we continue to choose only a small proportion of the most able to develop into leaders of the future is self-defeating, bizarre, even.

Educational debate is a minefield. I simply want to make a couple of observations, and give my qualification for doing so. At Brighton College the learning environment was serene, focussed. I was impressed by the cheerful confidence of the students. At Varndean I wore my coat in the (20 year-old, temporary) classroom all morning and still froze.

My admiration for the successful learning there was dwarfed only by my admiration for the hardiness of the students and teachers. It is tough to feel valued by society in such an environment. I spent much of my secondary education in a Portakabin. I know what it feels like!

What message does this give? What ongoing support will there be for the staff to build a culture of success, or for any student lucky enough, as I was, to go on to a top university?

In addition to family support and money, the students of independent schools have other things not universally available to the 'brightest and best' in the state sector: pleasant buildings that support personal comfort and effective learning; consistently high expectations; personalised support; a motivated peer group; resources to address particular promise and identified hurdles. In addition to a guided pathway through **communities of interest** offering information, connections and support for personal well-being.

Under former head Anthony Seldon, Brighton College pioneered the teaching of well-being, using 'positive psychology' and the work of an American academic, Howard Gardner (http://www.howardgardner.com/). It has led to a dazzling success but it's not available for everyone.

Gardner's thinking is well established in business skills and leadership development:
(http://www.businessballs.com/howardgardnermultipleintelligences.htm).
Many of us will have benefited. It has been adopted in some state schools too. A brilliant example of 'interpersonal' learning at Varndean helped me imagine ways that community collaboration might support the leadership development of young people.

What can *you* offer bright young people before, during and after their time at university? Many need more support than they are getting. Write to a headteacher. Offer to help with the 'gifted and talented'. Discuss your thinking about leadership challenges for society. Share what you know.

6. Credibly Approachable
John Brooker, Innovation Architect, Yes! And…

> **Our style of communication can influence how we make decisions in the creative problem solving process…**

"We don't know the effect of our actions. That is because we are either too embarrassed to (want to) know what actually was implemented or are too busy to track what was implemented."
Pete Senge, Management Consultant, in "The 5th Discipline"

Does your team struggle to make decisions or make them too quickly?

Read on…

I was re-reading a book this week on the science of non verbal communication, "The Elusive Obvious" by Michael Grinder. (Buy it at **www.michaelgrinder.com**).

In the book, Michael describes two types of communication style; Approachable and Credible. The approachable style, he says, tends to be more people-focussed and; the credible style more issue-focussed. Groups tend to form a culture over time which we can describe as mostly credible, mostly approachable or a mix of the two.

What was especially interesting for me, as someone who uses creative problem solving (CPS) processes with groups, was Michael's comments (see Page 57 of the book) on how groups with a bias towards one style or the other work through the basic problem solving process of gather (information); evaluate; decide; implement.

The mostly 'credible' groups tend to shorten the gathering stage and are quick to make a decision. Whether they have gathered the appropriate information to make the decision is questionable.

The mostly 'approachable' groups spend a long time gathering information and tend to be reluctant to move from the gathering stage. They seek consensus and harmony and so can take an age to make a decision in case they offend an individual.

Which group makes the better decisions? Neither has a monopoly on good decisions. The 'approachable' groups can make bad decisions because they consider people too much and the 'credible' groups can make bad decisions because they are in such a hurry to gather sufficient information. As a result, we end up with Peter Senge's quotation above; the 'approachable' are embarrassed and the 'credible' are too busy making the next decision to track if people implemented their last decision well.

So
As you might expect, to improve on decision making in groups, we highlight and value both styles. We err towards the 'approachable' style when gathering and towards the 'credible' when evaluating and decision-making.
I don't have space here to define all the ways to spot the 'credible' or 'approachable' people, but one way is to listen to the voice. If it tends to be flat and then goes down at the end of a sentence, it is 'credible'. If the voice is rhythmic and goes up at the end of the sentence, it is 'approachable'.

Action
Consider if your team is having trouble making the best decisions. Could it be because of the Credible / Approachable mix?

To Close
Whilst reading Michael's book (and having attended a lengthy course with him) I reflected on how his Credible / Approachable styles might relate to Min Basadur's (www.basadur.com) creative problem solving styles? Min outlines four styles of creativity that fit with his Simplex Model of CPS:
- ❖ Generators (of new problems and opportunities)
- ❖ Conceptualisers (who define and understand the challenges and create new and potentially useful ideas)
- ❖ Optimisers (of practical solutions)
- ❖ Implementors (of the new solutions)

Min states that each style has different kinds of thinking skills and what is interesting (in relation to Michael's work) is that Generators and Conceptualisers may procrastinate and that Optimisers and Implementers may rush to make decisions and implement before considering a sufficient number of ideas.

I wonder, is there a correlation between styles of communication and a preference for different stages of CPS? Perhaps there is a doctorate in that for someone?

Have a credibly approachable week…

7. Identifying Your Strengths – What are you Really Good at?

Gail MacIndoe, Associate Executive Coach and Learning Development Consultant, VI International

Talent plus enjoyment allows you to pick up knowledge and skill very easily.

This second article on playing to strengths focuses on how you can identify your strengths and leverage them.

Playing to your strengths is an activity that energises us, something for which we have a natural talent. By developing natural strengths both in ourselves and in others, whilst managing, not focusing on weaknesses, the greatest benefits can be achieved.

The Gallup Organisation says natural strength is made up of talent plus knowledge plus skill. But there is another key factor - enjoyment. Talent plus enjoyment allows you to pick up knowledge and skill very easily.

People can get more satisfaction out of their life if they learn to identify which character strengths they possess in abundance and use them as much as possible. Maybe you have good empathy, lots of common sense or excellent writing skills. You may be a critical thinker, results focused or known for your creativity. Once you know your strengths and have an idea of how they work together, start thinking about the extent to which you use them in your current role and develop strategies for reinforcing and leveraging them.

Many don't find their strengths, partly because they are not used to thinking about what's good about them, partly because they discount them, partly because they're used to focusing on weaknesses. They think anything that comes easy can't be worth much and don't recognise it as a skill. For example, putting a report together in half-an-hour may not feel an achievement to you, though it may take a colleague two days to complete.

It is not always easy to tell what you're really good at. But there are ways of identifying your strengths.

❖ One of the simplest approaches is to keep a diary for a fortnight of key things you loved doing. Take time to identify the activities that energised you, and how, when and where you applied them. Go into detail. What activities do you always volunteer for or pick up quickly? What made you feel energised and positive? What you are looking for are trends and patterns that have run throughout your life, about successful activities you've been involved in - thinking back over times you've performed at your best, where time has flown by, where your confidence has increased. Telltales of a strength are what you find yourself drawn to repeatedly, activities that you do with ease, learn quickly and deliver more A's than B's and C's, and time flies by when you do them.

❖ Talking to people who know you well can help identify your strengths. Ask them for examples of times when they have seen you playing to your strengths. This raises awareness of something you may have discounted but is a key strength - and a way of taking it to the next level.

❖ Working through a series of questions using online tools is a good alternative for identifying strengths. There are three popular ones, each focuses on different perspectives and is invaluable in raising your self-awareness:

- Strengths Finder – a tool developed by Gallup which helped millions discover their top 5 talents, or 'themes', and accessed in *StrengthsFinder 2.0* by Tom Rath.
- Strengthscope measures individuals' and teams' Significant 7 Strengths and the extent to which these are productively applied at work.
- Values in Action (VIA) Inventory developed by Martin Seligman. This is a free tool that looks at personal character strengths, which will be used at work and other areas of your life.

For example, one client's Top Signature Strength using Martin Seligman's VIA survey, was interpreted as Curiosity and Interest. StrengthsFinder found a similar top theme but named it 'Input.' One of StrengthsFinder's 'Ideas for Action' for people talented in the Input theme is to identify their areas of specialisation and actively seek more information about them.

Marcus Buckingham, guru of the Strengths movement has also developed a test for how much you use your strengths, for which you need a copy of Go Put Your Strengths to Work.

Real strengths provide a sense of being in the flow, which is being in a state of complete immersion with the activity and in the optimal state of motivation. These times are characterised by a feeling of enjoyment, fulfilment and skill during which, time stands still. Mihaly Csikszentmihaly, in *Flow: The Psychology of Optimal Experience*, says people are most happy when they are in a state of flow: "To achieve a flow state a balance between the challenge of the task and the skill of the performer must be struck."

Personal development has traditionally focused on overcoming weaknesses. With the Strength approach we want to increase your strength, building on who you already *are*, not on who you *are not*. It is essential not to become complacent or overplay your strength as it could tip you into weakness and undermine your performance. For example, if you are a person great on detail you could begin to overplay, by dotting every 'I', crossing every 'T', ending up in analysis paralysis.

When you are given an insight into your strengths, you are better able to manage your weaknesses, which can be identified in a similar way. Keeping a diary for a fortnight is useful, looking at negative rather than positive aspects. At the end of the week identify the ones that provoked the greatest negative emotion. What were the key things you loathed doing? What left you feeling weak? These are the tasks you need to actively manage.

If you do find real weaknesses, key strategies for dealing with them are reducing the time you're engaging in the activity, and teaming up with someone whose strength is your weakness. Use your strengths to help cope and to find creative ideas and options to overcome or work through them. One client hated admin work but she used her strength of 'results focused' to complete the task.

Of the 10 million people Gallup interviewed, only 20% said they were able to put their strengths to work every day. Top to high performing individuals build their lives around their strengths and use them more than 75% of the time. Companies where strength-based coaching has been introduced have shown a direct return on investment.

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There is so much scope for you to play to your strengths and reap the benefits of more motivation, engagement, confidence, and better performance. We're not talking about taking massive steps - it's about taking small ones, making small changes, one step at a time on a regular basis.

Have you checked your Strengths barometer recently?

Gail MacIndoe is an associate executive coach and learning and development consultant with Vi International. Gail was previously internal coach and learning & development manager at both Aviva and Kellogg Brown & Root (KBR). She has designed and delivered numerous leadership and cross-cultural development programmes and is a regular speaker at leadership conferences. In September 2008, she was short-listed for Mentor of the Year in the Women of the Future Awards 2008. Gail's passion is in helping individuals and teams identify, develop and leverage their strengths.

8. Challenges, Courage, Conversations
Craig Yeatman, CEO of WorldsView Holdings and MD of WorldsView Consulting

The current global economic 'meltdown' raises the bar even higher for leaders as they face leadership challenges – challenges that caught many unaware and that raise the questions 'how bad will it get', and what kind of leaders do we need to get us through this?

From the gloom of job loss data across the world to the stock market rallying a few days later, it's undeniable that a special kind of leadership is needed to cope with rapid change. We need more than analysing and aligning the organisation in one configuration – we need a different kind and scale of leadership. We need leadership that spreads through the length, breadth, and depth of the organisation as it makes its way through the tough competitive landscape.

Leaders who leverage the distributed intelligence of the entire organisation understand the benefits of sharing information with their people at every level. Those leaders also understand the benefit of cascading decision-making and accountability throughout the organisation while ensuring that there is alignment of individual actions behind the common strategic goal.

With the increasing pace of change and the mounting operational pressure many leaders and leadership teams stop having deep, engaging conversations. A number of theorists and practitioners argue strongly that conversations are the single most important business process. Our human 'wiring' provides the space for conversations as the platform for building shared understanding, unpacking and exploring complex issues, and reaching decisions. The Nine Conversations in Leadership™ does just that – this flagship WorldsView™ Consulting intervention grows leaders and changes organisations through a series of facilitated, structured conversations across the entire organisation that impact on many as opposed to one or two people. The intervention is powerful, scalable, and affordable – in other words it has a big impact on many people at an affordable price.

The Nine Conversations in Leadership™ 'magic' happens in the shift from thinking and doing to engaging, exploring, and then doing. Growing leadership through conversations is not without its challenges. The sheer velocity of organisational demands, particularly in the current economic global environment, may raise new issues that need to be unpacked and that may result in additional challenges. This takes courage but after all, alignment is more than tangible design challenges. Alignment is ultimately about aligning people's energy and passion in support of a common organisational purpose and strategy to achieve the best possible no matter how dire the circumstances.

Richer, more inclusive strategic dialogue enables everyone to develop a fuller appreciation of the issues facing the organisation. In leveraging the distributed intelligence of the entire organisation, effective leaders enable people to increase the organisation's capacity for strategic alignment and create the space for acquiring the ability to adapt to challenges. People's input is not only highly valued but actively sought, providing the organisation with rich insights gained from a collaborative learning process. Alignment unlocks the collective energy and passion of the entire organisation and is a necessary pre-condition for empowering individuals to be accountable.

Alignment is a constantly evolving state that needs the understanding and commitment of every person in the organisation – the key lies in the ability to engage people – to ignite their interest and unleash their energy. Large group interventions such as the Whole-System Event soon become new ways of leading in complex and turbulent times. The participatory processes bring the collective wisdom of all members of the organisation to deal with specific challenges facing the organisation.

In Whole-System events, a critical mass of organisation members, often hundreds, come together for a two to three day meeting to discuss and align on issues that signal the need for rapid change. The outcome of confronting those challenges are enriched with the Nine Conversations in Leadership™, and the Whole-System Event the principles of which have a remarkable resonance with the ancient African leadership methodology of Lekgotla.

Based on drawing on the wisdom and perspectives of all members of an affected community in the decision-making process a Lekgotla ensures that all voices are heard and contributes to building powerful and sustainable resolutions. WorldsView have developed a facilitation technique that draws on Lekgotla processes, which, in conjunction with the Whole-System event methodology, creates profound transformational results. Regardless of the size of the organisation, the focus on inclusivity, builds leadership through conversations.

Leadership development is a lifelong journey that embraces our heads, hearts, and hands – intellectual knowledge, emotional competence and values, and behavioural skills and competence. Leaders who open up organisational conversations to larger groups encourage contributions, better understanding, and improved co-operation. The most powerful insights and ideas may come from unexpected places. The decision to address challenges that bring about change requires the courage to open up leadership to all members of the organisation through rich conversations that unleash the energy of people.

> *It's undeniable that a special kind of leadership is needed to cope with rapid change.*

WorldsView™ Consulting partners with organisations on transformational journeys
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9. Being Practical with Project Management
Ian Whiting, Staff Development Consultant, OCSLD at Oxford Brookes

For some people applying project management techniques to their work is an intuitive process, to others it is counter-intuitive. Tim Smit admitted to this in his book 'Eden' describing his project manager as a bit of a nag. But, as time went on, he began to marvel at his own naivety and eventually concluded "I came to develop a respect for process and good management that I never would have believed I was capable of" (Smit, 2002, P.186).

Once the preserve of engineering and the construction industry, project management is rapidly finding use in a multitude of spheres. Increasingly managers and leaders are coming to value project management as an effective way of approaching and managing change within their organisations.

Many of the managers arriving at my project management workshops have a pre-apprehension that they will be indoctrinated into a methodology that is as constraining as a straitjacket. I watch their relief as I tell an anecdote involving my mother's Christmas planning demonstrating that it needn't be sophisticated. I explain that whatever tools and techniques we will be using over the day they will ultimately have the decision as to which ones they will use or adapt. My usual rule of thumb is the more complex or critical a project, the greater the use of project tools to engineer a successful outcome. But what is more important than the tools is the process you go through when managing a project.

At Oxford Brookes we have adopted a four phase process:

Initiate: you need to initiate a project articulating why it is needed, what's involved and what benefits it will bring. This enables the decision makers to decide whether to go ahead or not.

Plan: spend quality time thinking through the what, where, who, when and how much associated with the project.

Do it: make sure that it actually happens and things don't get out of control.

Closedown: wrap up the project ensuring the benefits are being measured and take away any learning that will aid future projects.

Prior to adopting this straight forward process, a typical approach to project management at Brookes was to spend a disproportionate amount of time getting stuck into the 'do it' phase in comparison to time spent on initiating and planning the project. The consequences of this often reflected in projects taking longer and using more resources than originally envisaged or they just lost impetus altogether due to lack of sponsorship.

Our adopted approach to Project management has now been in place for 4 years and I recently carried out some research amongst the original delegates to evaluate its usefulness.

A key observation is that we are now spending more time on initiating and planning projects. We ensure that roles and responsibilities are clearly defined and understood. If a member of staff is allocated the role of project manager then they are allocated time to carry out this role rather than expecting them to do it on top of the 'day job'.

We also dedicate more time to identifying and consulting with potential stakeholders to ensure we deliver benefits that people care about.

One interesting finding from my research was that the workshops had been very beneficial in securing grants and investment from external organisations. The schools and departments bidding for research monies were able to demonstrate our project management tools and techniques to these organisations. Increasingly, investing organisations are looking for re-assurance that you are not going to approach their venture using the 'by the seat of your pants' modus operandi.

Another research finding was that, it takes time to introduce a project management perspective into a non-typical project management environment (Oxford Brookes for this study). One senior manager summed this up by saying, "Some steps should be taken towards keeping the discipline in the foreground for busy people". In my view, it is a very effective approach but we often forget to use it and that results in 'sloppy thinking'. In the case of Oxford Brookes, I liken the take up of project management as akin to the process of osmosis. As more people attend the programme and then proceed to adapt the process to their own projects (both great and small), this in turn generates interest and curiosity in others who start to see the value of project management.

Increasingly tools and techniques relating to project management need to be flexible and tailored to particular needs and cultures. A one size fits all approach just does not appeal. Speaking to project managers I often hear them bemoan that PRINCE2 (which stands for PRojects IN Controlled Environments) is too constraining and time consuming. The term PINO (Prince in Name Only) has become a popular euphemism within the profession.

Finally, an article in Project (Lewis) indicated that more and more people are now using project software packages in their own home to plan family events. It's on that note your contributor who produced a Gantt chart detailing his wedding preparations will sign off.

Ian Whiting is Staff Development Consultant for the OCSLD at Oxford Brookes.
For more information on what we offer with regard to project management and view the project management tools used at Oxford Brookes go to
http://www.brookes.ac.uk/services/hr/project/

10. How Do We Engage Leaders with What They Really Need to Know Right Now?
Neil Scotton, President, International Coach Federation

As President of the International Coach Federation (ICF), UK, I recently opened an event in London about 'Making a Difference'. Sir John Whitmore, the keynote speaker, immediately leapt into the subject; "If we don't change direction, we'll end up where we're heading – and its oblivion!" An exaggeration? Unfortunately not.

Stress and mental illness have been reported to affect 1 in 6 of the workforce at anytime.

The current economic woes are clearly apparent. And here are a few facts and predictions from the environmental and social arena:
- We've lost 35% of biodiversity in 35 years (WWF)
- 4 species AN HOUR are becoming extinct (UN conference on Biodiversity)
- Oil production will peak in 5 years (The Institute of Mechanical Engineers reports)
- The wealthiest 200 people own more than the poorest 2.5 billion. In 2000 the poorest quarter of the world's population owned 1.2 per cent of the wealth (a downward trend – it was 2.5% in 1980) (World Bank)
- Over 30 million anti-depressant prescriptions are written each year in the UK. Stress and mental illness have been reported to affect 1 in 6 of the workforce at anytime. The NHS National Framework for Mental Health states "half of all women and a quarter of all men will be affected by depression at some stage in their lives".

So on the one hand we have made great social and technological advances in the last few hundred years. We should recognise and appreciate these achievements. They have given countless benefits. But on the other hand our present way of living is causing a high level of unhappiness and killing the planet to boot. It is clearly unsustainable, which means fundamental change is inevitable. Indeed some are asking "Is this recession such a bad thing?" It is reducing consumption and forcing us to ask questions. I've just returned from an ICF European Coaching Leaders meeting in Prague – my colleague from Iceland reported that in his country "These events are making us fall back to our values."

Recognising that the way we are living needs to change, what guidance should our training and development work give leaders whose businesses supply and indeed create that way of living?

To me it starts with us making sense of what is going on. I had the pleasure of meeting Peter Senge recently in Montreal. His new book "A Necessary Revolution" helps see beyond the immediately apparent and recognise the deeper issues. He draws it as an iceberg of 4 levels, where as you go deeper you increase the leverage and opportunity for learning:

Visible tip	1 - Events (React – What just happened?)
At the waterline	2 - Patterns/Trends (Anticipate – What's been happening? Have we been here or somewhere similar before?)
Below the waterline	3 - Systemic Structure (Design – What are the forces at play contributing to these patterns?)
Deep	4 - Mental Models (Transform – What about our thinking allows this situation to persist? What needs to change?)

Using this model, we see we clearly have lots of reporting of Events in the news. And the Patterns/Trends and predictions are increasingly filling the media too. So the pieces for us to discover and reveal are the deeper systemic structure and the mental models. There is much in these too. So here's the bottom line:

Systemic Structure:
All things are connected. The financial woes are not separated from environmental and social situations – It is caused by them, and it is causing them.

Mental Models:
Senge describes us as living in an Industrial Age bubble. Like the dot com bubble it has it's own assumptions that support it. These seem indisputable. Until the bubble bursts. Then they begin to look stupid. Here are just 5 Industrial Age assumptions, and the Post-Industrial Age assumptions that I see gaining ground in the light of current failings:

Topic	Current Assumption	Possible new assumption
The purpose of a business	Profit	Something that creates social and environmental benefit, and is financially viable in doing it
Growth	Businesses and economies should keep growing.	The only thing in nature that grows continually is a cancer. All healthy life forms have a natural maturation size.
Waste	Waste is inevitable. OK to throw away.	There is no 'away'. A product or process that creates waste is badly designed
Nature	There for our benefit	We are nature – what we do to it, we do to ourselves
Timescale	Now is what matters most. The 'future' in business planning is rarely more than 5 years away	Manage the now, consider future generations many years away

So if we are to find a sustainable way forward it's not about spending and hanging onto the failing old ways. Leaders need to embrace the social and environmental impact of their business, and find financial benefit from doing so. The assumptions at the very heart of a business are up for a challenge.

Coaching is an excellent tool. The open questions and reflective learning enable leaders to see the bigger picture, make new connections, find new solutions, adapt to change and lead change. And it is also true that in any systemic situation one solution is unlikely to be the solution on its own. So if we are to be sustainably successful:

❖ How will we change what we are teaching and sharing with leaders to embrace these issues?

❖ What does it mean for future generations if we don't?

❖ How do we engage leaders in this discussion and learning in a way that attracts them?

❖ Who wants to work, play and share together in creating this?

Neil Scotton is President of the International Coach Federation (ICF) in the UK 2007 & 8. He won the 2008 Global ICF President's Award for his 'evolutionary leadership' and contribution to the coaching profession. He is an international speaker, writer, and professional coach whose conversations give leaders insight and inspiration.

For further information please contact Neil Scotton on 07834 766408 or email neil@coachingprofessionals.com

Leaders need to embrace the social and environmental impact of their business, and find financial benefit from doing so.

11. "Panda Attacks Man Who Wanted a Hug"
Peter Wainwright, Innovation and Creativity Expert, Askyra Ltd

A headline from a recent Sunday paper. The man entered the panda enclosure at a zoo in China, to give it a hug and was attacked. The panda was just acting out of instinct. Often we want some kind of reward (hug) for our efforts which might be seen as counter productive, and we often end up being attacked. Out of this misunderstanding are the seeds of new ways of approaching things – new ways of looking at a situation. When we hear an idea from someone offering it in the spirit of "why not?", and wants the occasional hug what can we do to avoid that panda-like response, especially when we are under pressure. How can we embrace an idea without hurting it or killing it? When a leader says to a team member "that idea is all very well, but..." it is like a death kiss to the idea and after a few responses like this, the offers of ideas will dry up – and then silence is taken to mean compliance or satisfaction with the situation. The leader then thinks, mistakenly, the people are happy. Or maybe people have grown used to being in their box.

In today's dire straits, finding new ideas for knotty problems is going to require everyone's input – that means listening and encouraging, and some very simple techniques for gathering ideas. However, SME leaders are up against the wall day to day problem solving. Fix this, fix that, and quickly. Some will say they are born problem-solvers. Often this is not very effective – the same old methods, ploughing the same field, but for longer, or with the same tractor, in the belief that survival means hanging on, means no change, just consolidate.

Leaders need some very simple techniques that will generate and capture lots of ideas, the more seemingly non-starters the better. It's the wacky ideas that will allow others to piggy back on these ideas to other ideas and combinations of ideas. We need all the ideas captured, and not argued over or put down. We want everybody feeling their contribution has been welcomed. For some reason, even in an overtly advertised and facilitated brainstorming session, it can seem incredibly difficult for well-qualified people to be seen to utter what might be non-sense. In the struggle between the crazy idea and "what will they think of me?", the latter often rules, especially when the Gods of Evaluation loom into sight and perch on their shoulder. The idea becomes associated with one's identity. There is constant pressure for the idea to somehow offer value when its real value might be in opening a route no one has ever explored. Ideas can be doorways for others to go through. So, reward your door openers.

Try these techniques: put up a large whiteboard in an open or public area with a problem on it and invite anyone to add ideas, scribbles, post-it notes (if they will stick!), invite customers to join in. Don't let anyone leave the premises without them leaving an idea! If this method doesn't work, try a variation – experiment. Have a competition for the most or the weirdest ideas offered – break the idea-identity shackles. Use big screen TVs to do it electronically – there are all kinds of software for this. Every organisation can and should do something like this – and not confine idea generation solely to closed door formal meetings. If you have thousands of customers, there should be thousands of ideas flowing in and about – just ask them, (did Woolworth's do this?).

These techniques will take the pressure off leaders, especially in very small organisations, to be a chair, a facilitator, an ideas person, a judge, a jury and a technical expert all at once. When you have gained a spare 15 minutes, will you fill it with the next pressing fix-it task or will you use the time to reflect on how to minimise those panda attacks, how to get people more willing to involve? Clearly, innovation requires an output, and decisions, but if your people are not fired up and encouraged to offer their creative thinking, then bringing about a change in these outputs will become more difficult, more stressful, and cost more. "Panda embraces man for his ideas".

> Askyra helps organisations to encourage and implement innovation and creativity in all kinds of ways.
> www.askyra.co.uk

12. Leadership for Innovation and Engagement Event - 27th January 2009
University of Greenwich at Kings Hill

The seventh Leadership Academy event aims to consider leadership issues for the promotion of innovation and engagement. We will particularly encourage Academy partners, colleagues and business participants to reach out and support the engagement of businesses that are currently unengaged in the Leadership for Innovation Agenda – the Implementation Challenge! For full details and to book your place, please visit out Leadership Academy website using the link below.

http://www.surrey.ac.uk/leadershipacademy/workshops.htm

Call for Papers

'The Role of Higher Education Institutions in Innovation and Knowledge Transfer'
Engage HEI Conference 2009
Birmingham City University Business School
20th and 21st May 2009

Background and Context

What is the role of higher education institutions (HEIs) in innovation and knowledge transfer? Across universities much outreach work is taking place, engaging with industry, small to medium-sized enterprises (SME), NGOs and community groups in different forms of third mission activity. The building of networks supports this work and draws on university-based expertise and research to build capacity and transfer knowledge at regional, national and international levels. Given the growing debates around the nature of the knowledge-based economy and the role of universities within it, we suggest that it is timely to explore and debate the role and purpose of HEIs such activities, particularly in terms of (1) the nature and process of innovation, knowledge transfer and knowledge exchange, (2) the utilisation of social capital to facilitate interaction with business and (3) the evaluation and benchmarking of outreach activity. For example, the UK Government's recent report Innovation Nation[1] and the Leitch Review[2] have highlighted the important role that HEIs can play in facilitating innovation and knowledge transfer.

Building on the Engage HEI conference in May 2007 (Engaging HEIs in Outreach: A Learning Perspective) at Lancaster University Management School, the purpose of this conference is to explore how we, as academics and practitioners, engaged in the design and delivery of outreach activity programmes, frame this work theoretically and incorporate it into our academic research and outreach activities.

Conference Themes
a) The nature and process of innovation and knowledge transfer

There are imperatives for more knowledge transfer activity between industry and HEIs. For example, the UK's Department of Trade and Industry (DTI) Innovation Report[3] recommends the involvement of universities and industry in the 'successful exploitation of new ideas'. Defining knowledge exchange and knowledge transfer What does empirical research show us about the form and nature of these activities?

b) The utilisation of social capital to facilitate innovation

We take social capital to mean the networks a person can draw on as a resource and which are significant in getting on and getting by both professionally and personally[4]. Creating and maintaining high quality mutually supporting networks is difficult, particularly for small businesses. Open innovation for example, places emphasis upon social networks/capital. What role do HEIs play within innovation networks and communities of practice/innovation? What ere we learning from these experiences?

c) The evaluation and benchmarking of innovation-related outreach activity

We take *evaluation* to refer to both summative and formative evaluation of HEI outreach activity. There is a concern that much of this activity, especially that sponsored by public funding bodies, is evaluated primarily in terms of hard outcomes and that the social elements developed and capacity built up within and between institutions is not fully captured or appreciated in formal evaluation. Projects such as UPBEAT[5], sponsored by HEFCE, the Council for Industry and Higher Education and the EPSRC, have been instigated as a response to such concerns. What constitutes success in collaborative innovation practices? How can research relevance be evidences through such activities?

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[1] HMSO (2006) The Leitch Review of skills: Prosperity for all in the global economy -world class skills, Final Report, Norwich:HMSO. [2] DIUS (2008) Innovation Nation: Unlocking Talent, Norwich:The Stationery Office. [3] DTI Innovation Report (2003) Competing in the Global Economy: the Innovation Challenge. London: DTI. [4] Bourdieu, P. (1986) The Forms of Capital in J.G. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education. New York: Greenwood Press. [5] UPBEAT (2008) http://www.upbeat.eu.com/about/

Purpose and Aims

We suggest that studies of the above four areas framed within the third mission context will not only help to improve our understanding of the scope and success of third mission activity but also enhance our understanding of the nature of these three learning processes and their transferability to other contexts. The conference is therefore intended to be a dialogue of disciplines and a means of identifying forms of collaboration across disciplines and projects.

This two-day conference, on **20th and 21st May 2009**, aims to provide a forum through presentation of papers and discussion in which to share ideas and theories from regional, national and international third mission activity and find ways of combining these with theoretical perspectives to produce publishable work.

The conference is particularly timely as outreach is often not embedded into university core structures and can often be seen as a 'bolt on' leading to 'them and us' syndrome. HEIs can create the opportunities to foster innovation through improved service delivery and in creating the opportunities in which the transfer of knowledge can occur -through strategic alliances, networks and partnerships etc.

There will be a number of outcomes from this conference which will strengthen collaboration between faculties, departments and research communities and lead to tangible research and publication outputs.

Cost The conference delegate fee is **£95**. This includes a Gala dinner and networking event at the Birmingham Botanical Gardens (www.bbgardens.org) sponsored by Contact Knowledge Exchange (www.contactke.co.uk).

Submission process

Please send abstracts, of 500 words and using the template provided at www.engagehei.org, to us at submissions@engagehei.org by **Friday 16th January 2009**.

Authors of accepted abstracts will be informed by **16th February 2009** and will be invited to prepare a presentation, to be given at the conference, and also the option of submitting a conference paper (5,000 words by **30th April 2009.** Abstracts will be published on the conference website before the conference and a book of abstracts will be available in the conference pack. Best Paper award, sponsored by the Institute for Small Business and Entrepreneurship (ISBE) www.isbe.org.uk.

Journal special issue

Conference papers will be peer-reviewed and the organisers will invite 10 of the best submissions to be developed as full papers for submission a special issue of *International Journal of Entrepreneurial Behaviour & Research* (IJEBR) www.emeraldinsight.com/ijebr.htm. These will be peer-reviewed with 5 being selected. Guest editors are Dr Lorraine Johnston, Dr Nigel Lockett and Dr Sarah Robinson.

Executive conference committee
•   Dr Lorraine Johnston, Lancaster University Management School (lorrainejohnston@lancaster.ac.uk)
•   Dr Nigel Lockett, Bradford University School of Management (n.j.lockett@bradford.ac.uk)
•   Dr Sarah Robinson, Open University Business School (s.k.robinson@open.ac.uk)

Conference committee
•   Prof James Powell OBE (honorary member) Pro Vice Chancellor for Enterprise and Regional Affairs, Salford University
•   Dr Ellie Hamilton Director, Institute for Entrepreneurship and Enterprise Development, Lancaster University
•   Prof Ossie Jones University of Liverpool Management School
•   Prof John Sparrow Associate Dean, Birmingham City University Business School

Engage HEI Conference 2010

The conference committee is pleased to announce that Bradford University School of Management will host the next Engage HEI conference at the University of Bradford in May 2010.

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