

A 20,000 word summary of direct quotes from 26 key leadership articles

Andrew Gibbons

From: The leader's guide to corporate culture" Boris Groysberg et al. *Harvard Business Review* January/February 2018 Pages 44-52.

P 46 "Leadership goes hand in hand with strategy formation, and most leaders understand the fundamentals. Culture, however, is a more elusive lever, because much of it is anchored in unspoken behaviours, mindsets, and social patterns".

"The best leaders we have observed, are fully aware of the multiple cultures within which they are embedded, can sense when change is required, and can deftly influence the process".

"The first and most important step leaders can take to maximise (culture's) value and minimise its risks is to become fully aware of how it works".

"Culture is the tacit social order of an organisation: It shapes attitudes and behaviours in wide-ranging and durable ways. Cultural norms define what is encouraged, discouraged, accepted or rejected within a group".

"Culture can also evolve flexibly and autonomously in response to changing opportunities and demands".

We have identifies four generally accepted attributes of culture:

1. Shared
2. Pervasive
3. Enduring
4. Implicit

P 47 "Understanding a company's culture requires determining where it falls along these two dimensions:

1. People interactions
2. Response to change

"Whereas some cultures emphasise stability – prioritising consistency, predictability and maintenance of the status quo – others emphasise flexibility, adaptability and responsiveness to change".

P 48 "When aligned with strategy and leadership, a strong culture drives positive organisational outcomes".

P 50 "Mergers and acquisitions can either create or destroy value".

P 51 “A strong culture can be a significant liability when it is misaligned with strategy”.

“We have found that four practices in particular lead to successful culture change”.

1. Articulate the aspiration
2. Select and develop leaders who align with the target culture
3. Use organisational conversations about culture to underscore the importance of change
4. Reinforce the desired change through organisational design”.

“Because of culture’s somewhat ambiguous and hidden nature, referring to tangible problems, such as market pressures or the challenges of growth, helps people better understand and connect to the need for change”.

“Some people move on because they feel they are no longer a good fit for the organisation, and others are asked to leave if they jeopardise needed evolution”.

“Various kinds of organisational conversations such as roadshows, listening tours, and structured group discussion can support change”.

“Influential change champions can advocate for a culture shift through their language and actions”.

P 52 “Leading with culture may be among the few sources of sustainable competitive advantage left to companies today. Successful leaders will stop regarding culture with frustration, and instead use it as a fundamental management tool”.

From: “You don’t have to say you love me” Dave Wakely. *Training Journal* September 2016 Pages 32-35.

P 33 “Trust is a premium commodity...when we ponder the role of leadership it might pay to remember a quote from Peter Drucker: ‘The number one practical competency for success in life and work is empathy’ ”.

“Empathy in turn, requires its own drivers, not least of which is sensitivity. It is not just a matter of getting closer to those with whom we are already in agreement, it’s about exploring and understanding the viewpoint and feelings of others”.

“Empathy is the difference between an exchange of views, and a conversation”.

“Leadership may indeed be an honour, but it is more informative to think of it as a responsibility to others”.

“It is the outcomes of leadership that should be a source of pride, not the status of the position”.

“As a role in which relationships are critical, a leader’s ability to understand - and to modulate – their impact on others is a crucial core skill. Regardless of how we see ourselves, other’s perceptions are their reality”.

“To understand our impact on others, we must first understand ourselves”.

“Iron (Duke, Lady) may indeed be strong - when used in ways that best suit the material – but its inflexibility is also its downfall. Iron is brittle. The haughty leader would be better advised not to stoop to conquer but to bend to convince”.

“If leaders, acting or aspiring, wish to adopt a physical material bamboo’s combination of strength and flexibility would make it a better choice (than iron)”.

“There is no value in using feedback as a method for underlining a status or authority that will already be clearly understood”.

“If an employee’s performance needs addressing urgently, immediate improvements are unlikely if the feedback you deliver leaves them feeling less confident, less supported, or less encouraged”.

“Those at the top of organisational structures need feedback as much as those further down”.

“Poorly delivered feedback builds barriers rather than performance”.

“Five fundamental drivers of trust:

1. Communication
2. Competence
3. Integrity
4. Decision-making
5. Being open and fair”

Source: ILM

“The Institute of Leadership and Management’s 2014 survey report, *The truth about trust: Honesty and integrity at work* shows that we trust those below us more willingly than those above us”.

“It’s concerning that our tendency to trust increases with seniority, with junior managers having the least trust and faith”.

P 35 “If words can be misinterpreted, so can silence. And silence from leaders can lead to rumour and speculation amongst the led, eager for, but denied, information”.

“Leaders should always be sensitive to the dangers of silence, and the misinformation that it can engender”.

“As the writer Alice Walker has pointed out: ‘No person is your friend who demands your silence, or denies your right to grow’”.

“As materials go, human beings are probably the most complex that a professional might choose. Intelligent but emotional, capable of being both logical and irrational, wishing both to be led and have their own, independent voice”.

“To understand your impact as a leader, you must understand yourself as well as others”.

“Those you lead has a number of simple, basic requests: To be encouraged, trusted and informed; connected with, and to feel there is concern for their development”.

From: “Leading the team you inherit” Michael Watkins. *Harvard Business Review* June 2016 Pages 60-67.

P 62 “Most newly appointed leaders have limited familiarity with their teams at the outset and can’t immediately swap in new people to help grow or transform the business”.

“Sometimes they (new leaders) lack the necessary political power or resources to rapidly replace personnel, or the culture does not allow it”.

“Often, existing team members are essential for running the business in the short term but not the right people to lead it into the future”.

“All this highlights the importance of figuring out how to work effectively with a team you have inherited. Fraught with trade-offs, the process is like repairing an airplane in mid-flight. You can’t just shut down the plane’s engines while you rebuild them, at least not without causing a crash. You need to maintain stability while moving ahead”.

“First leaders must assess the human capital and group dynamics they have inherited, to get a clear picture of the current state. Next, they must reshape the team according to what’s needed – looking with fresh eyes at its membership, sense of purpose and direction, operating model, and behavioural patterns. Finally, they can accelerate team development and improve performance by identifying opportunities for early wins and making plans to secure them”.

“When you are leading a new team, you must quickly determine whether you have the right people doing the right things in the right ways to propel the organisation forward”.

“From day one you will have a lot of demands on your time and attention, and those will only grow, so efficient team assessment is key”.

“Your assessments will be faster and more accurate if you explicitly state your criteria”.

P 63 “Another factor to consider is to what degree your reports need to work as a team and on what tasks”.

“To conduct an accurate assessment, you’ll hold a mix of one-on-one and team meetings, supplementing with key stakeholders such as customers, suppliers and colleagues outside the team. You’ll also look at team member’s individual track records and performance evaluations”.

P 64 “Post-assessment, the next task is to reshape the team, within the constraints of the organisation’s culture, the leader’s mandate, and the available talent”.

“Leaders can promote high-performance behaviours by focusing on four factors:

1. Composition: The most obvious way to reshape a team is to replace underperformers and anyone whose capabilities are not a good match for the situation
2. Alignment: You will also need to ensure that everyone has a clear sense of purpose and direction
3. Operating model: Reshaping a team also involves rethinking how and when people come together to do the work
4. Integration: This involves establishing ground rules and processes to feed and sustain desired behaviours.”

“Even when employees can be let go and newcomers brought in, the process takes time and consumes energy”.

“You might wait for normal turnover to create space for the types of people you want. This usually takes time, but you may be able to speed up the process by signalling your expectation of higher performance – thus encouraging marginal performer to seek other roles”.

“You can also watch for positions in other areas of the organisation that might suit people who are valuable but not a good match for your team”.

“Another option is to groom high potentials to take on new responsibilities, provided you have enough time and other resources. If not, you may instead choose to alter individual’s roles to better match their capabilities”.

Regarding alignment, “you will also need to ensure that everyone has a clear sense of purpose and direction. Sometimes a team’s stated direction needs to be changed”.

“To get everyone aligned, the team must agree on answers to four basic questions:

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1. What will we accomplish?
2. Why should we do it?
3. How will we do it?
4. Who will do what?

“What qualities are you looking for in individuals within a new team?”

1. Competence: Has the technical expertise and experience to do the job effectively
2. Trustworthiness: Can be relied upon to be straight with you and to follow through on commitments

3. Energy: Brings the right attitude to the job (isn't burned-out or disengaged)
4. People skills: Gets along well with others on the team and supports collaboration
5. Focus: Sets priorities and sticks to them instead of veering off in all directions
6. Judgment: Exercises good sense, especially under pressure or when faced with making sacrifices for the greater good".

"Unfortunately, many new leaders either continue to operate the way their predecessors did or make only small adjustments".

P 67 "Building on their assessment and reshaping work, leaders need to energise team members with some early wins".

From: "3D leadership" Alan Patterson. *Talent Development* April 2016 Pages 56-60.

P 56 "If left to their instincts, many technical experts can find themselves guided by the gravitational pull for more knowledge and experience as the gateway into leadership. To compound the issue, organisations are often willing co-conspirators in this endeavour by promoting their best individual contributors with the most expertise into management positions".

"The problem: Technical expertise alone does not define leadership success".

P 57 "The evolution into strategic leadership positions occurs across three dimensions:

1. Technical knowledge
2. Relationship management
3. Business savvy".

"The development process consists of two distinct phases:

1. Building a base of personal competence
2. Building organisational capacity".

"It is credibility not technical expertise that enables someone to work effectively with others, to sell ideas, and to influence decisions. While we measure expertise objectively through metrics and standards, we measure credibility subjectively through the perceptions of others".

"Credibility is not simply about your native intelligence, experience or title. In fact, it's not about you at all".

“Credibility is a change in perspective – from you to others. Understanding this is central to building credibility: The ability to commit and deliver something of value to others, over and over again”.

“It is about your ability to connect with them, to help them solve their problems and reach their goals that makes you credible”.

“Focusing on credibility does not mean that technical expertise disappears. Rather, credibility is a realisation that personal effectiveness and job success are part of a bigger equation, a mix of personal accomplishments and interpersonal connections”.

“To build technical expertise, you see situations, to build credibility you see people”.

P 59 “Since credibility requires a record of accomplishment and a reputation for delivering results, it does not happen overnight”. Active listening, however, can hasten the process. Active listening is magic. It transforms the common, everyday occurrence of conversation into a credibility-building opportunity”.

“When people feel heard, they tend to grant you, the listener, credibility. Why? Because your ability to focus on the other person, ask questions, and empathise creates personal connections. Active listening is the skill that never goes away”.

“The assumption that ‘knowing more is worth more’ misses the point about how much an individual knows or does that makes them credible. The perceived value to others determines credibility”.

“Can you predict how people will react to the person who has to be right all the time?”.

“There are those who think that their knowledge and experience should speak for themselves, meaning that credibility is automatic”.

“The goal is to create the conditions for others to execute the work successfully”.

“For leaders to succeed, they need to acquire the skills for building high-performance teams, motivating and developing talent, leading change, and modelling the behaviour expected of others”.

P 60 “For many people moving into management positions, what is most difficult is letting go of the level of technical expertise and hands-on results that made them successful in the past”.

“When organisations promote technical experts into management positions, those who continue with the same mind set become ‘uber achievers’, who must do more and know more than anyone on their teams”.

“When the manager is ‘the answer’, it creates a daily ritual of people as ‘questions’, lining up at the manager’s door. People march in as questions, and come out as answers. The process repeats itself day after day”.

“Strategic leadership is not just the responsibility of senior management. A business will survive and grow only if there are strategic leaders up and down the organisation”.

From: “How do we fix our leadership crisis?” Howard Prager. *Talent Development March 2016 Pages 30-34.*

P 30 “Study after study says leadership development is not effective, senior leaders don’t believe it works, and we are not preparing successors to move up the ladder”.

P 32 “Too often top management just funds leadership initiatives. To get payback for this investment, they need to do far more to ensure it fits with their leadership competency model (and create a leadership competency model for the organisation if it doesn’t exist), demand metrics to determine effectiveness, and be sure that what is being learned through leadership development ties into the goals and direction of the organisation”.

“It’s up to each leader’s manager to support the use of new behaviours and skills in the job and workplace”.

“We are offering leadership development in a vacuum without demanding or expecting any tangible results. What gets measured gets done, and so, if leadership development efforts are not measured and held accountable, it’s little wonder that they aren’t often seen as effective”.

“We are developing leaders in the same one-size-fits-all strategy that is done with cheap clothing”.

“Content and delivery must be customised in the sense that they must be a fit for your organisational culture, style, values and beliefs”.

P 33 “What’s important to your manager should be important to you”.

“How often do managers have meaningful discussions about development, growth, and application of content that has been learned through some type of formal or informal learning? It’s often just a check-off. Gone, developed, done”.

“Best practices include managerial discussions before and after the learning and encouragement to make use of these new skills as part of your performance goals”.

“Without the right evaluation, and at the highest levels, we won’t know what’s working, what’s not, and how to improve the learning”.

“Professional athletes or musicians reach the top of their fields because of skill, practice and reinforcement”.

“Regularly we deliver courses and participants go back to work and have to figure out on their own how to apply the knowledge, skills and behaviours to do their jobs”.

“Without proper follow-up and reinforcement, what type of priority does retaining and using new skills become?”.

“Content typically is delivered without thought (or minimal thought) as to how it can be used and applied on the job in work settings. Application becomes a one or two sentence

'commitment' at the end of a course without any follow-up or support to ensure that it is used on the job".

"Leadership development content is often well-designed, well - thought out and well-researched. But before we let content totally off the hook, two factors lower its grade. First content is usually being shrunk, shrivelled and slimmed down to the point that all we get are the basic steps or minimal information because of time pressure".

"Second, we treat content as one size fits all...leadership development needs to fit the needs of each individual, or at the very least, each organisation".

"Delivery has shrunk from multiple-day programmes to micro-sessions that can be a mere 5-10 minutes. What change in behaviour can you truly incorporate into your style in that short a time?".

From: "Prepare tomorrow's leaders today" Scott Steinberg. *Talent Development* January 2016 Pages 48-53.

P 50 "The single biggest issue when it comes to leadership development is now the single most overlooked challenge as well: The fact that we're continuing to teach people how to solve familiar problems using familiar methods when we should be teaching the opposite".

"Specifically, future leaders should be learning how to improvise, innovate, and be more creative about using both new tools and familiar resources to adapt to unfamiliar challenges and unexpected events".

"If you want to spot rising opportunities or challenges more effectively, the solution is simple: Give employees the tools, platforms, and communications systems they need to capture client insights. And allow them to speak up when necessary, and quickly take action when they spot an issue or opportunity headed your way".

"Successfully innovating is far easier than you think when you remember that evolutionary changes (slight shifts in business strategy or thinking) often can be every bit as powerful as revolutionary advancements".

P 51 "Succeeding in hugely disruptive environments isn't about avoiding risks. It's actually about taking more risks – albeit calculated and controlled ones".

"Tomorrow's leaders will possess only two defining characteristics:

1. The ability to solve problems
2. The ability to create results".

P 52 "It's alright to fail as long as you are failing quickly and cost effectively, and learning from mistakes".

"The new leadership qualities:

1. Make smarter decisions

2. Manage time
3. Maximise effort
4. Focus on long term goals
5. Think fluidly
6. Embrace failure
7. Future-proof
8. Fix problems

“Leaders need to learn to make firm business decisions despite uncertainty. The simple way to do so is to exercise strong but weakly held opinions”.

P 53 “Today’s business leaders must remain focused on what’s next. Here is a list of attributes a good futurist should embody:

1. Crave curiosity
2. Act courageously
3. Think outrageously
4. Connect the dots
5. Think in multiples

“As humans we are wired to reject change, and the future is synonymous with change. A good futurist must recognise that the insights we share will make others feel uncomfortable, but it is in that discomfort that growth occurs”.

“The ability to think provocatively is paramount to being a good futurist”.

“To understand what’s next, we must analyse the intersection of trends, and make sense of the patterns they form”.

“We must be able to think in simultaneous, multiple futures, rather than the traditional, single, linear forecast”.

From: “The five necessary attributes of a servant leader” Larry Boone and Sanya Makhani. *St John University review of business* Volume 13 Number 1 Winter 2012-13 Pages 83-96.

P 83 “According to the authors, servant leadership can be a highly effective style for influencing a group toward the achievement of organisational goals if a leader possesses or can readily adopt the following attributes:

1. Believing that visioning isn’t everything, but it is the beginning of everything

2. Listening is hard work, requiring a major investment of personal time and effort, and is worth every ounce of energy expended
3. My job involves being a talent scout and committing to my staff's success
4. It's good to give away power
5. I am a community builder".

"Servant leadership begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different to one who is a leader first".

P 84 "Leadership is not comprised of a single characteristic or trait. It is not, as some may incorrectly assume, the hard to define attribute of 'charisma'. Rather, leadership consists of a large set of well-recognised skills, behaviours and attributes".

"An attitude is a mental state of readiness learned and organised through experience".

P 85 "If we are going to be servant leaders we need to start by being servants".

"Transforming from conventional leader to servant leader is not a simple task. It requires a conscious effort to change one's way of '*being*'.

"The five most important ways of '*being*' are to:

1. Authentic
2. Vulnerable
3. Accepting
4. Present
5. Useful

"A vital prerequisite to servant leadership is *credibility*, which is the foundation of leadership. People must believe in their leaders, and know that they are worthy of trust".

"To build credibility leaders must be:

1. Honest
2. Forward-looking
3. Inspiring
4. Competent

Kouzes and Posner 2007

“Leaders who put their organisation and people before themselves and don’t lead from the top are true servant leaders.

They:

1. Listen
2. Have empathy
3. Help people heal
4. Know the value of learning
5. Possess foresight
6. Are persuasive and flexible
7. Lead with a vision
8. Work hard to gain trust
9. Are passionate about helping their people progress and reach their potential
10. Work hard to build a community within their organisation”.

“Servant leaders have a vision for the future. They communicate the desired direction of the organisation with regard to its mission, values and beliefs. Servant leaders break down this vision into small attainable goals that accumulate to their inspiring ‘big picture’ maintaining the progress and the organisation at its core (Vinod and Sudhaker 2001)”.

P 86 “Liden et al (2008) developed a multi-dimensional measure of servant leadership by identifying nine dimensions:

1. Emotional healing - the act of showing sensitivity to other’s personal concerns
2. Creating value for the community - a conscious, genuine concern for helping the community
3. Conceptual skills – possessing the knowledge of the organisation and tasks at hand so as to be in a position to effectively support and assist others, especially immediate followers
4. Empowering – encouraging and facilitating others in identifying and solving problems, as well as determining when and how to complete work tasks
5. Helping subordinates grow and succeed – demonstrating genuine concern for other’s career growth and development by providing support and mentoring
6. Putting subordinates first – using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority
7. Behaving ethically – interacting openly, fairly and honestly with others

8. Relationships – the act of making a genuine effort to know, understand and support others in the organisation, with an emphasis on building long-term relationships with immediate followers
9. Servanthood – a way of being marked by one’s self-categorisation and desire to be characterised by others as someone who serves others first, even when self-sacrifice is required”.

P 87 “Servant leadership requires a particular set of attitudes towards one’s colleagues. The leader sees him/herself not at the top of the pyramid, but more in a position within the pyramid”.

“As a servant leader one does not force people to follow but walks among them and moves in a direction that can unite all in a common vision”.

“A servant leader listens and comprehends, refraining from the constant issuance of orders”.

“Servant leadership is not just a management style, but also a set of attitudes that need to be developed by leaders who choose to adopt it”.

“Servant leadership can only be accomplished “If the leader leads with a compelling vision, sets clear behavioural expectations, and serves as an authentic practitioner of the values proclaimed”.

“First and foremost, servant leaders lead through their vision, their mental picture, and oral description of what tomorrow will be like”.

“Visions incorporate hopes, dreams and aspirations. They are ambitious and optimistic”.

“Tichy (1997) proposes that a leader must be capable of communicating three kinds of stories to his/her constituents:

1. Who I am: Stories that relate one’s own personal values and experiences in order to reveal oneself to followers and earn their trust
2. Who we are: Stories that provide a sense of group identity, either through common experiences or mission
3. Future story: That describes where the group is going, why the group must (or must not) change, and how they will get there”.

P 88 “Leaders listen deeply with their ears, eyes and hearts, not just to follower’s words but to their emotions”.

“Leaders know what inspires their constituents because they spend time listening to constituent’s needs and desires”.

“As spokespersons for their organisations, ‘leaders hold up a mirror, and reflect back to their constituents what they most desire (Kouzes and Posner 2004)”.

“Servant leaders know that the secret to winning the support of numerous is to lead them (at least in part), where they already want to go”.

“Visions are often described as fulfilling the role of the North Star. They provide a constant bearing as leaders and followers are buffeted by the day-to-day challenges of achieving something new”.

“A well communicated vision will aid in attracting those who share the values and aspirations expressed in the vision”.

Leaving ample opportunities for others to contribute creates an environment for empowerment, and that is a vital element of servant leadership”.

P 89 “The possibility of failure prevents many would-be leaders from establishing and emerging vision with organisational reach”.

“Consider what many managers (not leaders) frequently do. They carefully plan a future that is incrementally better than today. They devise prudently a series of sequential steps that will lead to their future. Before they begin, they know what they will do, where they will attain the resources, and how success will be achieved. In other words, they play it safe, avoiding much chance of failure. In many instances this may be effective management, but it is not leadership”.

“Servant leaders possess courage: They risk failure, they provide leadership that will take followers to places they have never been before (Kouzes and Posner 2004)”.

“That is not to say that servant leaders take wild chances when they establish visions...they gather information from many sources, listening to members of their own management team, other people in their own organisation, and leaders from other organisations”.

“You’ve got to have faith that you can take your people all the way. If you can’t confidently make the trip in your own mind, you’re not going to be able to take it in real life (John Maxwell)”.

“Inexperienced leaders are quick to lead before they intend to lead – but mature leaders listen, learn, then lead”.

P 90 “Servant leaders are present - that is, available to their constituents – they ‘walk the shop’, engaging in informal conversations in order to know and be known to followers”.

“The most significant direct effects of listening involve:

1. Building trust between the servant leader and followers
2. Increasing the self-esteem of followers”.

“When a leader listens intently to follower’s ideas s/he demonstrates respect for their opinions, helping develop a bond of trust”.

“When a leader listens, followers conclude their ideas are important, helping to raise their self-esteem and its related outcomes such as higher job satisfaction, productivity, and organisation commitment”.

“More directly, listening can inform servant leaders of their follower’s experiences and lead to adopting such experiences to enhance organisational innovation”.

“Effective servant leaders share a common attitude that ‘everyone is great at something’, and it is their responsibility to help followers realise how they can apply whatever special talents they can offer towards the achievement of the organisation’s vision”.

“Follower’s organisational contributions are not limited by their formal organisational role or by their specific job description, but are enabled by their special talent to take the organisation toward its vision via a new, unplanned direction”.

“The support of a servant leader can make a difference in the careers and lives of their followers...followers in turn, come to believe in their leaders and trust their intentions to help them develop skills that will lead to improvements in their organisational positions as well as their contributions to the organisation’s vision”.

“Strong leaders stand apart because they assess the abilities of others and assist them in capturing the best of those abilities”.

“According to Ortberg, some of the most powerful words a leader can offer to a follower are ‘I am committed to your success’ “.

“We have to learn how to put the same trust in other people that we put in ourselves and then release them to do the work (Ortberg 2004).”

P 92 “Servant leaders accept and act on the paradox of power: You become more powerful when you give your own power away (Kouzes and Posner 2007)”.

“Only secure leaders give power to others (John Maxwell 1998)”.

“When a leader can’t or won’t empower others, he creates barriers within the organisation that people cannot overcome. If the barriers remain long enough, then the people give up, or they move to another organisation where they can maximise their potential (Maxwell 1998)”.

“People must have the latitude to make decisions based on what they believe should be done...they must hold themselves personally accountable for the results as well as feel ownership for their achievements (Kouzes and Posner 2007)”.

“Leaders who give their power away do not blindly agree with the decisions and opinions of their followers. Giving power away does not mean the inmates run the prison (Blanchard 2004)”.

P 93 “Related closely to their practice of humility, servant leaders adopt the attitude that they need not be right all the time. They know and act on the concept that other people have good ideas too”.

“By including others in decision-making and creative endeavours, by knowing they need not be right all the time, and by admitting mistakes when appropriate, servant leaders build trust with followers, facilitate follower’s effectiveness, and enhance their own influence over the long term. In other words, they grow stronger by giving away their power”.

“Servant leaders recognise that their success derives from the attitude that they are leading an organisational effort to develop a productive community”.

“Servant leaders don’t think less of themselves, they just think of themselves less (Blanchard 2004)”.

“A leader-constituent relationship that’s characterised by fear and distrust will never ever produce anything of lasting value”.

P 94 “To build community successfully, it is imperative to select the right people”.

“ ‘Good to great’ leaders first get the right people on the bus, the wrong people off the bus, and the right people in the right seats”.

“Developing the attitude to ask ‘what can a man do?’ instead of ‘what can he not do?’ helps a leader to see strengths clearly and direct those strengths toward the common vision (Drucker 2006)”.

“Leaders help people see that what they are doing is bigger than themselves, even than the business. It’s something noble (Kouzes and Posner 2007)”.

“Organisational effectiveness depends on the strength of the community that the leader builds by choosing the right people for the right job”.

“The leader must bring together people with five qualities when including them into the inner circle:

1. Potential value: Those who raise up themselves
2. Positive value: Those who raise morale in the organisation
3. Personal value: Those who raise up the leader
4. Production value: Those who raise others
5. Proven value: Those who raise up people who raise up other people

John Maxwell 1998

“Community building is supported by hosting and other addressing organisational gatherings and taking time to celebrate organisational successes”.

“The best leaders know that every gathering is a chance to renew commitment. They never let pass an opportunity to make sure that everyone knows why they’re all there and they’re going to act in service of that purpose (Kouzes and Posner 2007)”.

“Servant leaders make themselves visible where work is being done, where client’s needs are being served”.

P 95 “Servant leaders take care to recognise both individual and team achievements through rewards, awards, gifts and thank-yous of many types”.

“Servant leaders know that without their reinforcement organisational values diffuse and visions blur”.

“As discussed by Autry (2001) one of the natural extensions of servant leadership is strong corporate social responsibility and community service, modelled by the leader, and practiced by numerous organisation members”.

“While payoffs in effectiveness can be substantial, successful application of servant leadership may require a substantial amount of time. The servant leadership approach, like many other leadership styles, requires not only technical competence and a variety of interpersonal skills, but also a great deal of patience, perseverance and dedication”.

From: “The focused leader – how effective executives direct their own and their organisation’s attention” Daniel Goleman. *Harvard Business Review* December 2013 Pages 51-58 and 60.

P 52 “Focusing on *yourself*, focusing on *others*, and focusing on the *wider world* sheds new light on the practice of many essential leadership skills”.

“Emotional intelligence begins with self-awareness – getting in touch with your inner voice. Leaders who heed their inner voices can draw on more resources to make better decisions and connect with their authentic selves”.

P 53 “To be authentic is to be the same person to others as you are to yourself”.

P 54 “Cognitive control is the scientific term for putting one’s attention where one wants it and keeping it there in the face of temptation to wander”.

“Cognitive control enables executives to pursue a goal despite distractions and setbacks”.

“Executives who can effectively focus on others emerge as natural leaders regardless of organisational or social rank”.

“The word ‘attention’ comes from the Latin *attendere* meaning to ‘reach forward’. This is a perfect definition of focus on others, which is the foundation of empathy and often an ability to build social relationships – the second and third pillars of emotional intelligence”.

P 55 “Executives who can effectively focus on others are easy to recognise. They are the ones who find common ground, whose opinions carry the most weight, and with whom other people want to work”.

“We talk about empathy most commonly as a single attribute. But a close look at where leaders are focusing when they exhibit it reveals three distinct kinds, each important for leadership effectiveness:

1. Cognitive empathy: The ability to understand another person’s perspective
2. Emotional empathy: The ability to feel what some else feels
3. Empathetic concern: The ability to sense what another person needs from you

“An inquisitive nature feeds cognitive empathy”.

P 56 “Accessing your capacity for emotional empathy depends on combining two kinds of attention: A deliberate focus on your own echoes of someone else’s feelings and an open awareness of that person’s face, voice, and other external signs of emotion”.

P 57 “Research suggests that as people rise through the ranks, their ability to maintain personal connections suffers”.

“Empathetic concern requires us to manage our personal distress without numbing ourselves to the pain of others”.

“People who lack social sensitivity are easy to spot – at least for other people. They are the clueless amongst us”.

“Where we see ourselves on the social ladder sets the default for how much attention we pay. This should be a warning to top executives, who need to respond to fast-moving competitive situations by tapping the full range of ideas and talents within an organisation”.

“Leaders with a strong outward focus are not only good listeners, but also good questioners. They are visionaries who can sense the far-flung consequences of local decisions and imagine how the choices they make today will play out in the future”.

P 58 “To sustain the outward focus that leads to innovation, we need some uninterrupted time in which to reflect and refresh our focus”.

P 60 “Focused leaders can command the full range of their own attention: They are in touch with their inner feelings; they can control their impulses; they are aware of how others see them; they understand what others need from them; they can weed out distractions, and also allow their minds to roam widely, free of preconceptions”.

“This is challenging, but if great leadership were a paint-by-numbers exercise, great leaders would be more common”.

“The link between attention and excellence remains hidden most of the time. Yet attention is the basis of the most essential leadership skills – emotional, organisational, and strategic intelligence”.

“As Herbert Simon says: ‘Information consumes the attention of its recipients...hence a wealth of information creates a poverty of attention’ ”.

“Learn to master your attention, and you will be in command of where you, and your organisation focus”.

From: “You can’t be a wimp – make the tough calls” Ram Charan. *Harvard Business Review* November 2013 Pages 72-78.

P 73 “Leading an organisation means ‘wrestling with more qualitative factors with no conventional methodology under the real threat that part of your business has peaked or could become irrelevant. Meanwhile enormous opportunities that require big bets arise and vanish quickly”.

“The good CEOs (making good decisions) takes more than analytics. They take in a lot of information from many sources and then crystallise a point of view. They sort and sift the information, and select the handful of factors that matter most – usually no more than six – from the myriad possibilities. That’s what they base their decision on”.

P 74 “They cut through the complexity to get to the heart of the matter, without getting superficial, and they do it without losing sight of the customer”.

“Good executives don’t let concerns about the consequences make them indecisive”.

“Regardless of how much you test decisions, uncertainty is a fact of life. So in addition to having the courage to make a big decision, you need the fortitude to deal with unpleasant surprises”

One CEO I know gets together with his critical people for half a day every eight weeks to discuss what’s new and what’s going on in the world. They don’t just look through the lens of their industry. They look through a much wider lens, because some trends that impact one industry impacts others later. The setting is informal, and outsiders often attend. It gives everyone a chance to talk about signs of change and decide which ones matter”.

“To make timely, high-quality decisions, you need to develop these traits:

1. Perceptual acuity: The ability to see change coming before anyone else does
2. Qualitative judgment: This allows people to formulate and select the right options
3. Credibility: If you don’t have this, your decisions will never be accepted”.

P 76 “You have to develop a nose for finding the right sources and detecting distortion”.

“If you’re wise, and not a know-it-all, you have a spirited, candid dialogue with your team, and you listen”.

“Listening isn’t just hearing; it requires the willingness to entertain other viewpoints – especially opposing ones”.

P 77 “When I studied 82 CEOs who failed, I saw that the most common reason was putting the wrong person in a job and then not dealing with the mismatch”.

P 78 “You need the mental capability and tenacity to knit your inferences into something meaningful, and the imagination to think of new options. And you need the courage to go on the offensive based on your subjective judgements. You can’t be a wimp – make the tough calls”.

**From: “Connect then lead – to exert influence, you must balance competence with warmth”
Amy Cuddy, Matthew Kohut and John Neffinger. *Harvard Business Review*
July/August 2013 Pages 55-61.**

P 56 “To be sure, we notice plenty of other traits in people, but they’re nowhere near as influential as warmth and strength”.

“So which is better, being lovable or being strong? Most leaders today tend to emphasise their strength, competence, and credentials in the workplace, but that is exactly the wrong approach. Leaders who project strength before establishing trust run the risk of eliciting fear, and along with it a host of dysfunctional behaviours”.

“A growing body of research suggests that the way to influence - and to lead – is to begin with warmth. Warmth is the conduit of influence, it facilitates trust and the communication and absorption of ideas”.

P 57 “Most of us work hard to demonstrate our competence. We want to see ourselves as strong, and want others to see us the same way”.

“We feel compelled to demonstrate that we’re up to the job, by striving to present the most innovative ideas in meetings, being the first to tackle a challenge, and working the longest hours”.

“But putting competence first undermines leadership: Without a foundation of trust, people in the organisation may comply outwardly with a leader’s wishes, but they’re much less likely to conform privately – to adopt the values, culture and mission of the organisation in a sincere, lasting way”.

“Employees can become reluctant to help others because they’re unsure of whether their efforts will be reciprocated or recognised”.

“Although most of us strive to demonstrate our strength, warmth contributes significantly more to other’s evaluation of us – and it’s judged before competence”.

P 58 “In management settings, trust increases information, openness, fluidity and co-operation”.

“Trust also facilitates the exchange and acceptance of ideas – it allows people to hear other’s message – and boosts the quantity and quality of the ideas that are produced within an organisation”.

“Most important, trust provides the opportunity to change people’s attitudes and beliefs, not just their outward behaviour”.

“The best way to gain influence is to combine warmth and strength. The traits can actually be mutually reinforcing: Feeling a sense of personal strength helps us to be more open, less threatened, and less threatening in stressful situations”.

“When we feel confident and calm, we project authenticity and warmth”.

P 59 “According to research by Pranjal Mehta of the University of Oregon and Robert Josephs of the University of Texas, the most effective leaders, regardless of gender, have a unique physiological profile, with relatively high Testosterone, and relatively high Cortisol”.

“Such leaders, (as described above), face troubles without being troubled. Their behaviour is not relaxed, but they are relaxed emotionally. They’re often viewed as ‘Happy Warriors’, and the effect of their demeanour on those around them is compelling”.

“During crises, these are the people that are able to keep that influence conduit open and may even expand it. Most people hate uncertainty, but they tolerate it much better when

they can look to a leader who they believe has their back, and is calm, clear-headed, and courageous. These are the people we trust. These are the people we listen to”.

“Efforts to appear warm and trustworthy by consciously controlling your nonverbal signals can backfire: All too often you’ll come off as wooden and inauthentic instead”.

“A way to create vocal warmth is to speak with a lower pitch and volume, as you would if you were comforting a friend”.

“Before people decide what they think of your message, they decide what they think of *you*”.

“If you want colleagues to listen, and agree with you, first agree with them”.

P 60 “When we smile sincerely, the warmth becomes self-reinforcing: Feeling happy makes us smile, and smiling makes us happy. This facial feedback this facial feedback is also contagious”.

“Warmth is not easy to fake of course, and a polite smile fools no-one. To project warmth, you have to genuinely feel it”.

“The trick is to cultivate a demeanour of strength without seeming menacing”.

“Self-doubt completely undermines your ability to project confidence, enthusiasm and passion, the qualities that make up presence”.

“If you see yourself as an impostor, others will too. Feeling in command and confident is about connecting with yourself. When we are connected with ourselves, it is much easier to connect with others”.

P 61 “If you want to effectively lead others, you have to get the warmth-competence dynamic right. Projecting both traits at once is difficult, but the two can be mutually reinforcing and the results substantial”.

“Earning the trust and appreciation of those around you feels good. Feeling in command of a situation does too. Doing both lets you influence people more effectively”.

“Being calm and confident creates space to be warm, open and appreciative, to choose to act in ways that reflect and express your values and priorities”.

Once you establish your warmth, your strength is received as a welcome reassurance. Your leadership becomes not a threat but a gift”.

From: “Strategic leadership: The essential skills” Paul Shoemaker, Steve Krupp and Samantha Howland. *Harvard Business Review* January/February 2013 Pages 131-134.

P 131 “We have identified six skills that, when mastered, and used in concert, allow leaders to think strategically and navigate the unknown effectively:

The six are the abilities to:

1. Anticipate
2. Challenge
3. Interpret
4. Decide
5. Align
6. Learn

“An adaptive strategic leader – someone who is both resolute and flexible, persistent in the face of setbacks but also able to react strategically to environmental shifts – has learned to apply all six at once”.

“Most organisations are poor at detecting ambiguous threats and opportunities on the periphery of their business”.

P 132 “Strategic thinkers question the status quo. They challenge their own and other’s assumptions and encourage divergent points of view. Only after careful reflection and examination of a problem through many lenses do they take decisive action. This requires patience, courage and an open mind”.

“List long-standing assumptions about an aspect of your business, and ask a diverse group if they hold true”.

“Include naysayers in a decision process to surface challenges early”.

“Leaders who challenge in the right way invariably elicit complex and conflicting information. That’s why the best ones are also able to interpret. Instead of reflexively seeing or hearing what you expect, you should synthesize all the inputs you have. You’ll need to recognise patterns, push through ambiguity and seek new insights”.

“When analysing ambiguous data list at least three possible explanations for what you’re observing and invite perspectives from diverse stakeholders”.

P 133 “Divide big decisions into pieces to understand component parts and better see unintended consequences”.

“Strategic leaders must be adept at finding common-ground and achieving buy-in among stakeholders who have disparate views and agendas”.

“Reach out to resisters directly to understand their concerns, and then address them”.

“Strategic thinkers are the focal point for organisational learning. They promote a culture of inquiry, and they search for the lessons in both successful and unsuccessful outcomes”.

P 134 “Institute after-action reviews, document lessons learned from major decisions or milestones (including the termination of a failed project,) and broadly communicate the resulting insights”.

“Create a culture in which inquiry is valued and mistakes are viewed as learning opportunities”.

“Becoming a strategic leader means identifying weaknesses in the six skills discussed above and correcting them. Our research shows that strength in one skill cannot easily compensate for a deficit in another, so it is important to methodically optimise all six abilities”.

From: “How managers become leaders” Michael Watkins. *Harvard Business Review* June 2012 Pages 64-72.

P 65 “To make the transition (from management to leadership) successfully, executives must navigate a tricky set of changes in their leadership focus and skills, which I call the seven seismic shifts”.

“They must move from:

1. Specialist to generalist
2. Analyst to integrator
3. Tactician to strategist
4. Bricklayer to architect
5. Problem solver to agenda setter
6. Warrior to diplomat
7. Supporting cast member to lead role”.

P 67 The natural “tendency to stay within your functional comfort zone is an understandable reaction to the stresses of moving up to a much broader role”.

“The reality is that the move to enterprise leadership always requires executives who’ve been specialists to quickly turn into generalists who know enough about all the functions to run their business”.

“Critically, leaders must know the right questions to ask, and the right metrics for evaluating and recruiting people to manage areas in which they themselves are not experts”.

P 68 “Tactically strong leaders need to cultivate three skills:

1. Level shifting
2. Pattern recognition
3. Mental simulation”.

“Level shifting is the ability to move fluidly among levels of analysis - to know when to focus on the details, when to focus on the big picture, and how the two relate”.

“Pattern recognition is the ability to discern important causal relationships and other significant patterns in a complex business and its environment – that is to separate the signal from the noise”.

“Mental simulation is the ability to anticipate how outside parties (competitors, regulators, the media, key members of the public) will respond to what you do, to predict their actions and reactions in order to define the best course to take”.

- P 70 “Many managers are promoted to senior levels on the strength of their ability to fix problems. When they become enterprise leaders however, they must focus less on solving problems and more on defining which problems the organisation should be tackling”.
- P 71 “Enterprise leaders need to embrace a new mind-set – to look for ways that interests can and do align, understand how decisions are made in different types of organisations, and develop effective strategies for influencing others”.
- P 72 “Managers at all levels are role models to some degree. But at the enterprise level, their influence is magnified, as everyone looks to them for vision, inspiration, and cues about the ‘right’ behaviours and attitudes”.

From: “The wise leader” Ikujiro Naraka and Hirotaka Takeuchi. *Harvard Business Review* May 2011 Pages 58-67.

- P 59 “Leaders find it tough to ensure that their people adhere to values and ethics”.

“The prevailing principles in business make employees ask ‘what’s in it for me?’. Missing are those that would make them think ‘what’s good, right and just for everyone?’”.

“There is a big difference between what top management preaches and what frontline people do. There’s a philosophical tendency in the West, following Plato, to conclude that if a theory isn’t working, there must be something wrong with reality”.

“People behave less ethically when they are part of organisations or groups”.

“Why doesn’t knowledge result in wise leadership? The problem, we find, is twofold. Many leaders use knowledge improperly, and must don’t cultivate the right kinds”.

- P 60 “Managers tend to rely on explicit knowledge, because it can be codified, measured, and generalised”.

“Dependence only on explicit knowledge prevents leaders from coping with change...all social phenomena – including business are context dependent and analysing them is meaningless unless you consider people’s goals, values and interests along with the power relationships among them. Yet executives fail to do just that”.

“Our studies show that the use of explicit and tacit knowledge isn’t enough – CEOs must also draw on a third, often forgotten kind of knowledge, called practical wisdom”.

“Practical wisdom is tacit knowledge acquired from experience that enables people to make prudent judgements and take actions based on the actual situation, guided by values and morals”.

P 61 “To make the right decisions, managers need to understand why a company exists – its *raison detre*. Companies often behave as though they’re willing to do anything to survive, even if that means destroying the world in which they operate”.

“They would do better to pursue the common good, not because it’s right or fashionable but to ensure their sustainability. No company will survive over the long run if it doesn’t offer value to customers, create a future that rivals can’t and maintain the common good”.

“It isn’t easy to lead with practical wisdom. A phronetic leader must make judgements and take actions amid constant flux. And he or she must do so while taking a higher point of view - what’s good for society – even though that view stems from individual values and principles”.

“The six abilities of the phronetic leader:

Wise leaders:

1. Can judge goodness
2. Can grasp the essence
3. Create shared contexts
4. Communicate the essence
5. Exercise political power
6. Foster practical wisdom in others

From: “Ethical breakdowns – good people often let bad things happen. Why?” Max Bazerman and Ann Tenbrunsel. *Harvard Business Review* April 2011 Pages 58-65.

P 59 “The vast majority mean to run ethical organisations, yet corporate corruption is widespread. Part of the problem, of course, is that some leaders are out-and-out crooks, and they direct the malfeasance from the top. But that is rare. Much more often, we believe, employees bend or break ethics rules because those in charge are blind to unethical behaviour and may even unknowingly enjoy it”.

P 60 “Few grasp how their own cognitive biases and the incentive systems they create can conspire to negatively skew behaviour and obscure it from view”.

When employees behave in undesirable ways, it’s a good idea to look at what you’re encouraging them to do”.

“Research shows that as the uncertainty in completing a task increases, the guesswork becomes more unconsciously self-serving”.

P 61 “All these serve to derail even the best-intentioned managers:

1. Goals that reward unethical behaviour
2. Conflicts of interest that motivate people to ignore bad behaviour when they have something to lose by recognising it
3. A tendency to overlook dirty work that’s been outsourced to others
4. An inability to notice behaviour that deteriorates gradually
5. A tendency to overlook unethical decisions when the outcome is good”.

“Part of the managerial challenge is that employees and organisations require goals in order to excel”.

“Leaders setting goals should take the perspective of those whose behaviour they are trying to influence and think through their potential responses”.

“It’s well documented that people see what they want to see and easily miss contradictory information when it’s in their interests to remain ignorant – a psychological phenomenon known as motivated blindness. This bias applies dramatically with respect to unethical behaviour”.

P 63 “Five barriers to an ethical organisation:

1. Ill-conceived goals
2. Motivated blindness
3. Indirect blindness
4. The slippery slope
5. Overvaluing outcomes”.

“Ill-conceived goals: We set goals and incentives to promote a desired behaviour, but they encourage a negative one”.

“Motivated blindness: We overlook the unethical behaviour of others when it’s in our interests to remain ignorant”.

“Indirect blindness: We hold others less accountable for unethical behaviour when it is carried out through third parties”.

“The slippery slope: We are less able to see other’s unethical behaviour when it develops gradually”.

“Overvaluing outcomes: We give a pass to unethical behaviour if the outcome is good”.

“Experiments suggest that we are instinctively more lenient in our judgement of a person or an organisation when an unethical action has been delegated to a third party – particularly when we have incomplete information about the effects of the outsourcing”.

“When an executive hands off work to someone else, it is that executives’ responsibility to take ownership of the assignments’ ethical implications and be alert to the indirect blindness that can obscure unethical behaviour”.

“Executives should ask ‘when other people or organisations do work for me, am I creating an environment that increases the likelihood of unethical actions’? “.

“Rewarding unethical decisions because they have good outcomes is a recipe for disaster over the long term”.

“Many managers are guilty of rewarding results rather than high-quality decisions. An employee may make a poor decision that turns out well and be rewarded for it, or a good decision that turns out poorly and be punished”.

P 65 “Even the best-intentioned ethics programmes will fail if they don’t take into account the biases that can blind us to unethical behaviour, whether ours or that of others”.

“Ensure that managers and employees are aware of the biases that can lead to unethical behaviour”.

“Encourage your staff to ask this important question when considering various options: ‘What ethical implications might arise from this decision’? “.

From: “Stop holding yourself back – five ways people unwittingly sabotage their rise to leadership” Anne Morriss, Robin Ely and Frances Frei. *Harvard Business Review* January/February 2011 Pages 160-163.

P 160 “We’ve worked with hundreds of leaders in the public, private and non-profit sectors, in industries spanning more than 30 fields, and in more than fifty countries at various stages of their development”.

“Amid all the diversity one clear pattern has emerged: Organisation builders, firestarters, and movement makers are unintentionally stopping themselves from becoming exceptional leaders. As a result, companies aren’t getting the best from their people, and employees are limiting their opportunities”.

“Why does this happen? We’ve identified five major barriers:

1. Overemphasising personal goals
2. Protecting your public image
3. Turning competitors into enemies
4. Going it alone
5. Waiting for permission

“True leadership is about making other *people* better as a result of your presence – and making sure your impact endures in your absence. That doesn’t mean leaders are selfless.

They have personal goals – to build status, a professional identity, and a retirement plan, among other things”.

P 161 “But the narrow pursuit of those goals (above) can lead to self-protection and self-promotion, neither of which fosters other people’s success”.

“The decision to focus on others can feel dangerous. It forces you to take your eyes off your own welfare and stop scanning the horizon for predators”.

“Risk aversion is a protective mechanism wired into our DNA; that’s why security concerns generally trump impact”.

“All breakthrough leaders find ways to tame their security impulses. Most are amazed by the energy and meaning they discover when they define when they no longer define themselves by their personal needs and fears”.

“If your goal is to lead, our advice is the same, no matter who you are: First get over yourself. Start with a commitment to make another person or an entire team better – and then go back for the skills and resources to pull it off”.

“Another common impediment to leadership is being overly distracted by your image – that ideal self you’ve created in your mind. Sticking to the script that goes along with that image takes a lot of energy, leaving little left over for the real work of leadership”.

“The need to be seen as intelligent can inhibit learning and risk taking”.

“The need to be seen as likeable can keep you from asking tough questions or challenging existing norms”.

“The need to be seen as decisive can cause you to shut down critical feedback loops”.

P 162 “At some point in their leadership trajectory, ambitious people must choose between image and impact, between looking powerful and empowering others. They must choose in effect, between impersonating a leader and being one”.

“Take a hard look at how you interact with colleagues whose agenda seems opposed to your own. Recognise that these colleagues are real people who may even become your allies”.

P 163 “Patience can be a valuable evolutionary gift. It’s a main ingredient in discipline and hope. It helps us uncover the root cause of problems”.

“Patience can be a curse for emerging leaders. It can undermine our potential by persuading us to keep our heads down and soldier on, waiting for someone to recognise our efforts and give us the proverbial tap on the shoulder – a better title, and formal authority”.

“The problem with this approach is that healthy organisations reward people who decide on their own to lead. Power and influence are intimate companions, but their relationship is not the one we tend to imagine. More often than not, influence leads to power, not the other way around”.

“We want to live in a world – we want our children to grow up in a world – in which talents are fully unleashed on the issues that matter most. You should learn to recognise and overcome the self-imposed obstacles to your impact. The rest of us need you on the front lines, building better organisations”.

From: “Why leaders don’t learn from success – failures get a post-mortem – why not triumphs?” Francesco Gino and Gary Pisano. *Harvard Business Review* April 2011 Pages 68-74.

P 69 “In this article we argue that success can breed failure by hindering at both the individual and the organisational level”.

“We all know that learning from failure is one of the most important capacities for people and companies to develop. Yet surprisingly, learning from success can present even greater challenges”.

“The first (challenge to learning from success) is the inclination to make what psychologists call fundamental attribution errors. When we succeed we’re likely to conclude that our talents and our current model or strategy are the reasons. We also give short shrift to the part that environmental factors and random events may have played”.

“The second impediment is overconfidence bias: Success increases our self-assurance. Faith in ourselves is a good thing of course, but too much of it can make us believe we don’t need to change anything”.

“The third impediment is the failure-to-ask-why syndrome – the tendency not to investigate the causes of good performance systematically. When executives and their teams suffer this syndrome they don’t ask the tough questions that would have them expand their knowledge or alter their assumptions about how the world works”.

P 70 “Any number of factors may lead to success, independent of the quality of a product or management’s decisions. Yet it is all too common for executives to attribute the success of their organisations to their own insights and managerial skills and ignore or downplay random events or external factors outside their control”.

“Someone who has led a thriving business in a highly profitable industry often appears more attractive than a similarly skilled or even more qualified candidate who has struggled to lead a firm in an industry in which most companies are failing”.

P 71 “We found that long lead times can blind executives to problems with their current strategies”.

“Too much confidence can be a problem, and nothing inflates confidence like success”.

“Success can make us believe that we make better decisions than we actually are”.

“Overconfidence inspired by past success can infect whole organisations, causing them to dismiss new innovations, dips in customer satisfaction, and increases in quality problems, and to make overly risky moves”.

P 72 “Success is commonly interpreted as evidence not only that your existing strategy and practices work, but also that you have all the knowledge and information you need”.

“Learning is all about understanding why things happen, and why some decisions lead to specific outcomes. This understanding does not come automatically. We make a conscious choice to challenge our assumptions and models, and usually, we do so as the result of a failure”.

“An amazing number of high-ranking executives report that early failures in their careers taught them lessons that ultimately led to their success”.

“Success does not disprove your theory, and if it isn’t broken, why fix it? Consequently, when we succeed, we just on applying what we already know to solving problems”.

P 73 “You should use success to breed more success by understanding it”.

“Five ways to learn:

1. Celebrate success but examine it
2. Institute systematic project reviews
3. Use the right time horizons
4. Recognise that replication is not learning
5. If it ain’t broke, experiment

“There is nothing wrong with toasting your success, but if you stop with the clinking of champagne glasses, you have missed a huge opportunity”. When a win is achieved, the organisation needs to investigate what led to it with the same rigour and scrutiny it might apply to understanding the causes of failure”.

“Recognise that this may be an uncomfortable process. You may learn for instance, that success was achieved only by happenstance”.

“The search for causes of success may also identify factors that may be hard or even undesirable to replicate”.

P 74 “If the chief lesson of a successful project is a list of things to do the same way the next time, consider the exercise a failure”.

“When the time lag between an action and its consequences is short, it’s relatively easy to identify the causes of performance. The problem is that in many cases, the feedback cycle is inherently long”.

“Unless you have the appropriate time frame for evaluating performance, you are likely to misconstrue the factors that led to success or failure”.

“Tools like Six Sigma and Total Quality Management have taught us to dig into root causes of problems. Why not use the same approach to understand the root causes of success?”.

“The path to effective learning involves simple but counterintuitive steps: Managers must actively test their theories, even when they seem to be working, and rigorously investigate the causes of both good and bad performance”.

From: “Zoom in, Zoom out – the best leaders know when to focus in and when to pull back” Rosabeth Moss Kanter. *Harvard Business Review* March 2011 Pages 112-116.

P 112 “The lens through which leaders see the world can help or hinder their ability to make good strategic decisions, especially during crises. Zoom in and get a close look at select details – perhaps too close to make sense of them. Zoom out, and see the big picture – but perhaps miss some subtle ties and nuances”.

“I’ve come to this conclusion after more than 25 years of observing how leaders get strategic direction, interact with constituencies, and respond to unexpected events”.

P 113 “Zooming in brings the details into sharp focus. Any opportunities look large and compelling, ‘though they may lack some context”.

“Close-in managers look for immediate benefits and make ad hoc decisions. They often favour one-on-one conversations over group meetings. They want to address details by doing whatever occurs to them. Faced with a problem, they look for quick fixes rather than stand back to see underlying causes, alternatives, or long term solutions”.

“They prefer to contact someone they know rather than search more widely for expertise. These tendencies are exacerbated in organisations that restrict information flow, reward quick hits, and confine people to their roles”.

“Are you stuck in a perspective that’s too close in?

Tell tale signs:

1. You get overwhelmed by countless details
2. You take things personally, finding the ‘me’ angle first
3. You trade favours, hoping others will ‘do it for me’
4. You make exceptions or special deals based on particular circumstances
5. You treat every situation as unique”.

“Questions that will help you zoom out:

1. What is the context? What matters most?
2. What larger purpose is being served? What is at stake for others?
3. Why is the task or mission worthy of support?
4. Will the circumstances recur? What policies and decision frameworks can be used?

5. Does this fit the goals or destination? What else might be on the horizon?

6. Are there other similar situations? What categories or groupings make sense?"

P 114 "Zooming in can obscure the big picture, leading managers to overlook important issues.

Decisions become based on who you are and whom you know, not on broader goals".

"Self reflection is a learning process that requires a distant perspective on ones' behaviour in context. An obsession with self is reinforced by zooming in, but self-awareness stems from zooming out".

Zooming out is essential to big-picture decision making. When people are far out, they can map the whole territory before taking action. They see events as examples of general patterns rather than as idiosyncratic or personal incidents. They put things in context, and stress principles".

"But zooming out also has traps. For one thing, key stakeholders may want to see immediate results and to know that the details are right before they support long-term, big-picture thinking". That's why broad visions need to be matched by small wins that demonstrate feasibility".

"Leaders who like to be far out may operate so far above the fray that they don't see emerging threats and opportunities".

"Having zoomed to examine all possible routes, they can neglect to notice the moment for action on one promising path".

"When the focus is on grand theory, novel situations are dismissed as too insignificant to merit attention. Leaders lose the sense that the big picture might be contingent on a set of circumstances that may well evolve".

P 115 "Sometimes leaders need a nudge to look at details that may shake their theories".

"A preference for zooming out can make leaders appear remote and aloof".

"One of the problems with staying at the most distant end of the zoom is that the picture looks static and few routes are visible".

"Problems arise when people get stuck at one end of the scale and are unable to move to the other for a different perspective".

"A narrow focus in either direction can lead to trained incapacity".

"Stuck in a perspective that's too far out?"

Tell tale signs:

1. You dismiss deviations from plans or models as too minor to matter
2. You veer away from dealing with specific problems in favour of focusing on general theory

3. You must have a full analysis or a big study before determining actions
4. You always stay on major, established paths
5. You pursue the mission regardless of human costs
6. You fit everything into a few general categories”.

“Questions that will help you zoom in

1. Does the deviation challenge the model? How can the deviation be understood?
2. What actions does your theory suggest for this particular problem?
3. Is there sufficient information to proceed in this instance? What are the costs of delay?
4. Are there side roads or short cuts?
5. How is this affecting the people who must carry out the mission?
6. What are the details that make things different? Which details matter?”.

P 116 “The best leaders work the zoom button in both directions. Faced with a crisis, they can address the immediate situation while seeking structural solutions. They can zoom in to see problems while zooming out to look for similar situations, root causes and principles or policies that will help prevent the crisis from recurring”.

“Effective leaders encourage others to expand their zooming range”.

“Everyone can apply the principles of zooming to his or her own job by asking the right questions, such as whether a given action fits the overall goal or whether there is sufficient information to move forward on a particular theory”.

“The point is not to choose one over the other but to learn to move across a continuum of perspectives”.

“Zooming can help leaders respond to events before they become crises. It helps them embrace new opportunities while continuing to operate with principles that build sustainable institutions for the long run. Leaders should make room to zoom”.

From: “Mistakes leaders keep making” Peter Schaffer. *Harvard Business Review* September 2010 Pages 86-91.

P 87 “Four basic behaviour traps that thwart organisational change:

1. Failing to set proper expectations
2. Excusing subordinates from the pursuit of overall goals

3. Colluding with staff experts and consultants

4. Waiting while associates prepare, prepare, prepare”.

“Everyone has seen senior managers announce major directional changes or new goals without spelling out credible plans for achieving them or specifying who’s accountable”.

“Another common offence is to describe what must be done and then signal, albeit unintentionally, ‘if you possibly can do it’ “.

“A lot of the time, the failure to define requirements comes down to anxiety. Being clear requires considerable thought and is much more difficult than issuing general statements”.

P 88 “Every operating or staff manager is naturally preoccupied with the performance of their own unit. People with such singular focus tend to ‘delegate’ responsibility for organisation-wide performance upward to already overloaded senior managers who often don’t push back”.

“The work performed by internal staff experts and external consultants has multiplied by 20-40 times in the past five decades, and the scope of their activity has greatly expanded. But the vast majority of them still get senior management to go along with the same flawed contract: They agree to deliver their ‘product’ (such as a new system, organisation structure, marketing plan, training programme or corporate strategy) – and even implement it – but they don’t assume responsibility for outcomes. They *imply* that performance will improve, but almost never include measurable gains as part of the deal”.

“The reason is simple: They are confident they can provide their own expertise, but they are not sure about working with the client to produce results, so they limit their commitment”.

“Clients almost universally accept this kind of deal. Only a small number of companies require consultants to agree a fee structure based partly on results or hold their staff experts accountable for the outcomes of their work”

P 89 “Unfortunately it’s not unusual for consultants to recommend solutions that are impractical or that ignore the limits on the kind of changes the client organisation might be capable of carrying out”.

“From what I’ve observed, specifying sharp, measurable goals for a project puts the reputation of the senior executive client on the line – they must play a much more active role in its design and implementation”.

“Modern managerial culture world-wide is imbued with the notion that the first step in improving performance is finding new programmes to produce the gains. Seldom does a leader naturally shoot for improvement within existing systems and structures. That’s because most manager’s want to believe they are already doing the best they can with the available resources”

P 91 “The seven deadly sins of setting demands:

1. Establishing too many goals

2. Not requiring a plan for how and when goals will be achieved
3. Failing to push for significant improvement for fear that people are already overwhelmed
4. Not assigning clear one-person accountability for each key goal
5. Signalling an unspoken 'if you possibly can' at the end of a statement of expectation
6. Accepting reverse assignments 'sure boss, I can get it done if you will see to it that...'
7. Stating goals in ways that may not be definable or measurable".

"Breakthrough experiments create a kind of dynamism through focus and success. If carefully selected and designed, they nearly always deliver. Once that happens, their fruits multiply rapidly".

From: "Are you a high potential?" Douglas Ready, Jay Conger and Linda Hill. *Harvard Business Review* June 2010 Pages 78-84.

P 79 "Some employees are more talented than others. That's a fact of organisational life that few executives and HR managers would dispute".

"Opponents of special treatment argue that all employees are talented in some way and, therefore all should receive equal opportunities for growth".

"Our research makes clear that high-potential talent lists exist, whether or not companies acknowledge them and whether the process for developing them is formal or informal".

"Especially when resources are constrained, companies *do* place disproportionate attention on developing the people they think will lead their organisations into the future".

P 80 "Our research has shown that companies tend to think of the top 3-5% of their talent in these terms:

"High potentials consistently and significantly outperform their peer groups in a variety of settings and circumstances. While achieving these superior levels of performance, they exhibit behaviours that reflect their companies' culture and values in an exemplary manner. Moreover they show a strong capacity to grow and succeed throughout their careers within an organisation – more quickly and effectively than their peer groups do".

"That's the basic anatomy of a high potential. Gaining membership in this elite group starts with three essential elements:

1. Deliver strong results – credibly
2. Master new types of expertise

3. Recognise that behaviour counts”.

“The four ‘X’ factors of high potentials:

1. Drive to excel
2. Catalytic learning capability
3. Enterprising spirit
4. Dynamic sensors”.

“Making your numbers is important, but it isn’t enough. You’ll never get on a high-potential list if you don’t perform with distinction or if your results come at the expense of someone else”.

“Competence is the baseline quality for high performance. But you also need to prove your credibility. That means building trust and confidence among your colleagues and, thereby, influencing a wide array of stakeholders”.

“Early in your career, getting noticed is all about mastering the technical expertise that the job requires. As you progress, you need to broaden that expertise”.

“At a certain point, you will face the challenge of *letting go* as much as the challenge of *adding on*”.

P 81 “Although your performance gets you noticed and promoted early in your career, your behaviour is what keeps you on the radar as a high potential”.

“Outstanding skills never really diminish in importance, but they become a given as you are expected to excel in roles with broader reach”.

P 82 “High potentials aren’t just high achievers. They are driven to succeed. Good, even very good isn’t good enough, not by any stretch. They are more than willing to go that extra mile and realise they may have to make sacrifices in their personal lives in order to advance”.

“The high potentials we have come across possess what we call a ‘catalytic learning capability’. They have the capacity to scan for new ideas, the cognitive capability to absorb them, and the common sense to translate that new learning into productive action for their customers and their organisations”.

“High potentials are always searching for productive ways to blaze new paths. They are explorers, and as such, taken on the challenge of leaving their career comfort zones periodically in order to advance. Given high potential’s drive to succeed, you might think they’d be reluctant to take such a chance. But most seem to find that the advantages – the excitement and opportunity outweigh the risks”.

“Beyond judgement, high potentials possess what we call ‘dynamic sensors’ which enable them to skirt risks, even if just barely. They have a feel for timing, an ability to quickly read situations, and a nose for opportunity”.

“High potentials have a knack for being in the right place at the right time”.

P 83 “High potentials may be resented and envied as well as admired – all of which can be a source of stress. A true high potential understands this, and strives to reduce animosity”.

“The ‘X ‘ factors of high potentials not only don’t show up in leadership competency models. but also are difficult to teach and to learn, particularly in a classroom setting”.

P 84 “Catalytic learning requires an interest in acting, not just learning. Learning without actually changing your behaviour is an opportunity wasted”.

“Among the reasons for losing a spot on the high potential list are making a poor transition into a new role; diminished performance two years in a row; behaviour that’s out of line with the company’s culture and values, and a significant, visible failure”.

From: “The hidden work of leadership” Peter Frost. *Leader to leader* Fall 2003 Pages 13-18.

P 13 “All leaders create pain, directly or indirectly – it goes with the job. Leadership involves creating situations that stretch followers to perform beyond their comfort zones and making or overseeing decisions that change careers or cost jobs”.

Attentive leaders know they need to be alert to all emotional cues, no matter how subtle, that occur in their interactions with others”.

P 14 “By the end of a busy day, leaders often have little patience for anything emotional”.

“Being open-minded enables leaders to discover workable responses to a situation. Being open-hearted encourages compassionate and caring behaviour”.

“Troubled employees don’t always present the real source or depth of their pain to their leaders, nor do they signal clearly that they are suffering in some way”.

“Those who engage in leadership can be assured that in most situations involving people, there will be grief somewhere in the room. And it will be evident in generally subtle ways”.

“The task for the leader is to look for cues and symptoms of pain – and to respond to that distress with empathy not judgment”.

P 15 “Leaders have complex relationships with followers; they are recipients of a wide range of emotions, from admiration and respect to anger, fear and distrust”.

P 16 “Leaders who are effective handlers of pain draw on their own emotional competence”.

P 17 “Occasionally, leaders must take bold steps to eradicate potentially toxic pain in their workplaces. They need to pushback on the sources of the pain to eliminate their effects”.

P 18 “Leaders help heal the pain when they communicate honestly to their staff about mistakes the Company has made”.

“Apologies need to be specific, and to incorporate acceptance of responsibility and to communicate what will be done to make amends”.

“Handling hurt in organisations may be the hidden work of the leader”.

From: “Servant leadership: Its origin, development and application in organisations” Sen Sendjaya and James Sarros. Journal of leadership and organisation studies Volume 9 Number 2 2002 Pages 57-64.

P 57 “One reason for the scarcity of research on servant leadership is that the very notion of ‘servant as leader’ is an oxymoron. It may be difficult to think and act both as leader and servant at the same time – a leader who serves, and a servant who leads”.

“According to Greenleaf (1977) servant leaders are leaders who put other people’s needs, aspirations and interests above their own”.

“The servant leader’s deliberate choice is to serve others. In fact, the servant leader’s chief motive is to serve first, as opposed to lead”.

P 58 “Ancient Monarchs acknowledged they were in the service of their country – even if their actions were not consistent with this”.

P 60 “The servant leader operates on the assumption that ‘I am the leader, therefore I serve’, rather than ‘I am the leader, therefore I lead’ “.

“The first premise of ‘I serve because I am the leader’ signifies the act of altruism...the second premise begins with the deep-seated desire that one wants to lead, or ambition to be foremost among the troop”.

P 61 “Servant leaders also view themselves as stewards .As stewards, servant leaders regard their followers as people who have been entrusted to them to be elevated to their better selves, and to be what they are capable of becoming”.

“It is important to note that the servant leader’s deliberate choice to serve and be a servant should not be associated with any forms of low self-concept or self-image, in the same way as choosing to forgive should not be viewed as a sign of weakness”.

P 62 “Servant leaders portray a resolute conviction and strong character by taking on not only the role of servant, but also the nature of a servant”.

From: “Level five leadership – the triumph of humility and fierce resolve” Jim Collins. Harvard Business Review January 2001 Pages 66-76.

P 68 “Good-to-great transformations don’t happen without level 5 leaders at the helm. They just don’t.”

A level 5 leader is “an individual who blends extreme personal humility with intense professional will”.

“According to our five-year research study, executives who possess this paradoxical combination of traits are catalysts for the statistically rare event of transforming a good company into a great one”.

“Level 5 refers to the highest level in a hierarchy of executive capabilities that we identified during our research. Leaders at the other 4 levels in the hierarchy can produce high degrees of success but not enough to elevate companies from mediocrity to sustained excellence”.

“While level 5 leadership is not the only requirement for transforming a good company into a great one – other factors include getting the right people on the bus (and the wrong people off the bus) and creating a culture of discipline – our research show it to be essential”.

“Our discovery of level 5 leadership is counterintuitive. Indeed, it is countercultural. People generally assume that transforming companies from good-to-great requires larger-than-life leaders, big personalities who make headlines and become celebrities”.

P 69 “The level 5 discovery derives from a research project that began in 1996. When my research teams and I set out to answer one question: ‘Can a good company become a great company, and if so how?’ “.

“To answer that question we looked for companies that had shifted from good performance to great performance – and sustained it”.

“We identified comparison companies that had failed to make that sustained shift. We then studied the contrast between the two groups to discover common variables that distinguish those who make and sustain a shift from those who could have, but didn’t”.

“More precisely, we searched for a specific pattern: Cumulative stock returns at or below the general stock market for 15 years punctuated by a transition point, then cumulative returns at least three times the market over the next 15 years”.

P 70 “We were not looking for level 5 or anything like it – level 5 found us, research teams kept saying ‘we can’t ignore the top executives even if we want to. There is something consistently unusual about them”.

“It didn’t matter whether the company was in crisis or steady state, consumer or industrial, offering services or products. It didn’t matter when the transition took place or how big the company, the successful organisations all had a level 5 leader at the time of transition”.

“Level 5 leaders are a study in duality: Modest and wilful, Shy and fearless. To grasp this concept, consider Abraham Lincoln, who never let his ego get in the way of his ambition to create an enduring great nation”.

“Author Henry Adams called him ‘a quiet, peaceful, shy figure’. But those that thought Lincoln’s understated manner signalled weakness in the man found themselves terribly mistaken – to the scale of 250,000 confederate and 360,000 Union lives, including Lincoln’s own”.

“The level 5 leader sits on top of a hierarchy of capabilities and is, according to our research, a necessary requirement for transforming an organisation from good to great”.

“But what lies beneath? Four other layers, each one appropriate in its own right but none with the power of level 5”.

“Individuals do not need to proceed sequentially through each level of the hierarchy to reach the top, but to be a full-fledged level 5 requires the capabilities of all the lower levels, plus the special characteristics of level 5”.

“The levels 1-5 hierarchy:

Level 5: Level 5 executive

Builds enduring greatness through a paradoxical combination of personal humility plus professional will

Level 4: Effective leader:

Catalyses commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high performance standards

Level 3: Competent manager

Organises people and resources toward the effective and efficient pursuit of predetermined objectives

Level 2: Contributing team member

Contributes to the achievement of team objectives; works effectively with others in a group setting

Level 1: Highly capable individual

Makes productive contributions through talent, knowledge, skills and good work habits”.

P 71 “We expected that good-to-great leaders would start with the vision and strategy. Instead they attended to people first, strategy second. They got the right people on the bus, moved the wrong people off, ushered the right people to the right seats – and then they figured out where to drive it”.

“People at the good-to-great companies in our research confronted the most brutal facts of their current reality – yet simultaneously maintained absolute faith that they would prevail in the end. And they held both disciplines – faith and facts – at the same time, all the time”.

“Good-to-great transformations do not happen overnight or one big leap”.

“Our comparison companies never sustained the kind of breakthrough momentum that the good-to-great companies did; instead, they lurched back and forth with radical change programmes, reactionary moves and restructurings”.

“When you look across the good-to-great transformations, they consistently display three forms of discipline: Disciplined people, disciplined thought, and disciplined action”.

“When you have disciplined people, you don’t need hierarchy. When you have disciplined thought, you don’t need bureaucracy. When you have disciplined action, you don’t need excessive controls. When you combine a culture of discipline with an ethic of entrepreneurship, you get the right magical alchemy of great performance”.

P 72 “In more than two-thirds of the comparison companies, we noted the presence of a gargantuan ego that contributed to the demise or continued mediocrity of the company”.

P 73 “The Yin and Yang of level 5 leadership:

Personal humility

Demonstrates a compelling modesty shunning public adulation, never boastful

Acts with quiet determination, relies principally on 'inspired standards' not inspiring charisma to motivate

Looks in the mirror, not out the window, to apportion responsibility for poor results, never blaming other people, external factors, or bad luck

Professional will

creates superb results, a clear catalyst in the transition from good to great

Demonstrating an unwavering resolve to do whatever must be done to produce the best long-term results no matter how difficult

Sets the standard of building an enduring great company; will settle for nothing less

Looks out the window, not in the mirror, to apportion credit for the success of the company – to other people, external factors and good luck

“One final, yet compelling note on our findings about level 5: Because level 5 leaders have ambition not for themselves but for their companies, they routinely select superb successors”.

“Level 5 leaders want to see their companies become even more successful in the next generation, comfortable with the idea that most people won't even know that the roots of that success trace back to them”.

“By contrast, level 4 leaders often fail to set up the company for enduring success – after all, what better testament to your own personal greatness than that the place falls apart after you leave”.

“In more than three-quarters of the comparison companies, we found executives who set up their successors for failure, chose weak successors, or both”.

“Luck. What an odd factor to talk about. Yet the level five leaders we identified invoked it frequently”.

“The emphasis on luck turns out to be part of a broader pattern that we came to call *the window and the mirror*. Level 5 leaders, inherently humble, look out the window to apportion credit – even undue credit – to factors outside themselves. If they can't find a specific person or event to give credit to, they credit good luck”.

P 75 “Can you learn to become level 5? I still do not know the answer to that question. Our research, frankly, did not delve into how level 5 leaders comes to be, nor did we attempt to explain or codify the nature of their emotional lives”.

“My preliminary hypothesis is that there are two categories of people: Those who don't have the level 5 seed within them and those that do”.

“The first category consists of people who could never, in a million years bring themselves to subjugate their own needs to the greater ambition of something larger and more lasting than themselves”.

“For those people work will always be first and foremost about what they get – the fame, fortune, power, adulation, and so on. Work will never be about what they build, create and contribute”.

“The great irony is that the animus and personal ambition that often drives people to become a level 4 leader stands at odds with the humility required to rise to level 5”.

“When you combine that irony with the fact that boards of directors frequently operate under the false belief that a larger-than-life, egocentric leader is required to make a company great you can quickly see why level five leaders rarely appear at the top of our institutions”.

“The second category consists of people who could evolve to level 5; the capability resides within them, perhaps buried or ignored or simply nascent. Under the right circumstances – with self-reflection, a mentor, loving parents, a significant life experience, or other factors – the seed can begin to develop”.

P 76 “Level 5 is a very satisfying idea, a truthful idea, a powerful idea, and to make the move from good to great, very likely an essential idea. But to provide ‘ten steps to level 5 leadership’ would trivialise the concept”.

“We cannot say for sure what percentage of people have the seed within, nor how many of those can nurture it to become level 5”.

From: “What makes a leader?” Daniel Goleman. *Harvard Business Review* November/December 1998 Pages 93-102.

P 94 “In the course of the past year, my colleagues and I have focused on how emotional intelligence operates at work. We have examined the relationship between emotional intelligence and effective performance, especially in leaders”.

“How can you tell if someone has high emotional intelligence, for example, and how can you recognise it in yourself? In the following pages we’ll explore these questions, taking each of the components of emotional intelligence – self-awareness, self-regulation, motivation, empathy and social skill – in turn”.

“My analysis showed that emotional intelligence played an increasingly important role at the highest levels of the company, where differences in technical skills are of negligible importance”.

“When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities”.

“The five components of emotional intelligence at work:

1. Self-awareness

Definition: The ability to recognise and understand your moods, emotions and drives, as well as their effects on others.

Hallmarks: Self-confidence; realistic self-assessment; self-deprecating sense of humour.

2. Self-regulation

Definition: The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgement - to think before acting.

Hallmarks: Trustworthiness and integrity; comfort with ambiguity; openness to change.

3. Motivation: A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence.

Hallmarks: String drive to achieve; optimism, even in the face of failure; organisational commitment.

4. Empathy: The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.

Hallmarks: Expertise in building and retaining talent. Cross cultural sensitivity. Service to clients and customers.

5. Social skill: Proficiency in managing relationships and building networks. An ability to find common ground and build rapport.

Hallmarks: Effectiveness in leading change; persuasiveness; expertise in building and leading teams”.

“The numbers are beginning to tell us a persuasive story about the link between a company’s success and the emotional intelligence of its leaders”.

P 96 “People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest with themselves and with others”.

“Someone who is highly self-aware knows where he is headed and why”.

“The decisions of self-aware people mesh with their values; consequently they often find work to be energising”.

“How can one recognise self-awareness? First and foremost it shows itself as candour and an ability to assess oneself realistically”.

“Self-aware people know – and are comfortable talking about – their limitations and strengths, and they often demonstrate a thirst for constructive criticism”.

“The know too, when to ask for help”.

“Despite the value of having self-aware people in the workplace, my research indicates that senior executives don’t often give self-awareness the credit it deserves when they look for potential leaders”.

P 97 “One thing is certain: Emotional intelligence increases with age”.

“It’s important to emphasise that building one’s emotional intelligence cannot – will not – happen without sincere desire and concerted effort. A brief seminar won’t help; nor can one buy a how-to manual”.

“ ‘Nothing great was ever achieved without enthusiasm’ wrote Ralph Waldo Emerson. If your goal is to become a real leader, these words can serve as a guide post in your efforts to develop high emotional intelligence”.

P 98 “Self-regulation, which is like an ongoing inner conversation, is the component of emotional intelligence that frees us from being prisoners of our own feelings”.

“People engaged in such a conversation feel bad moods and emotional impulses just as everyone else does, but they find ways to control them and even to channel them in useful ways”.

“Why does self-regulation matter so much for leaders? First of all, people who are in control of their feelings and impulses – that is people who are reasonable – are able to create an environment of trust and fairness. In such an environment, politics and infighting are sharply reduced, and productivity is high. Talented people flock to the organisation, and aren’t tempted to leave”.

“People who have mastered their emotions are able to roll with the changes – they don’t panic”.

“I want to push the importance of self-regulation to leadership even further, and make the case that it enhances integrity, which is not only a personal virtue but also an organisational strength”.

“Many of the bad things that happen in companies are a function of impulsive behaviour”.

P 99 “People with fiery temperaments are frequently thought of as ‘classic’ leaders – their outbursts are considered hallmarks of charisma and power. But when such people make it to the top, their impulsiveness often works against them. In my research, extreme displays of negative emotion has never emerged as a driver of good leadership”.

“If there is one trait that virtually all effective leaders have, it is motivation. They are driven to achieve beyond to achieve beyond expectations – their own and everyone else’s”.

“The key word here is *achieve*. Plenty of people are motivated by external factors such as a big salary or the status that comes from having an impressive title or being part of a prestigious company. By contrast, those with leadership potential are motivated by a deeply embedded desire to achieve for the sake of achievement”.

“The first sign of (an appropriately motivated leader) is a passion for the work itself – such people seek out creative challenges, love to learn, and take pride in a job well done. They also display an unflagging energy to do things better”.

“People with such energy often seem restless with the status quo”.

“They are forever raising the performance bar, and they like to keep score”.

P 100 “It follows naturally that people who are driven to do better also want a way of tracking progress – their own, the team’s and their company’s”.

“Interestingly, people with high motivation remain optimistic even when the score is against them. In such cases, self-regulation combines with achievement motivation to overcome the frustration and depression that come after a setback or failure”.

“Executives trying to recognise high levels of achievement motivation in their people can look for one last piece of evidence: Commitment to the organisation”.

“A drive to surpass goals and an interest in keeping score can be contagious. Leaders with these traits can often build a team of managers around them with the same traits”.

“Empathy means thoughtfully considering employee’s feelings – along with other factors - in the process of making intelligent decisions”.

“Even in groups with as few as four or five members, alliances form and clashing agendas get set. A team’s leader must be able to sense and understand the viewpoints of everyone around the table”.

“Outstanding coaches and mentors get inside the heads of the people they are helping. They sense how to give effective feedback. They know when to push for better performance and when to hold back”.

“Leaders with empathy do more than sympathise with people around them: They use their knowledge to improve their companies in subtle, but important ways”.

“The first three components of emotional intelligence are all self-management skills. The last two, empathy and social skill, concern a person’s ability to manage relationships with others”.

“Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds – a knack for building rapport”.

“They are expert persuaders – a manifestation of self-awareness, self-regulation and empathy combined”.

“People seem to know intuitively that leaders need to manage relationships effectively; no leader is an island”.

From: “On a clear day you can have a vision: A visioning model for everyone” Richard Allen. *Leadership and Organisation Development Journal* Volume 16 Number 4 1995 Pages 39-44.

P 39 “The concept of vision has never been more important than in today’s world of flattened, delayed, decentralised organisations (C Lee 1993)”.

“A vision is a commitment to establishing rethinking, and reviewing who we are, and what we are here to do”.

“A vision can provide a road map for future direction. A vision can also create order out of chaos, and last but not least, it can offer a criterion for measuring success”.

“To be really effective, a vision must:

1. Be coherent enough to create a recognisable picture of the future
2. Be powerful enough to generate commitment to performance
3. Emphasise what realistically can be
4. Clarify what should be”.

P 40 “The need for a clear vision is important at all levels from entire organisations to each individual in those organisations”.

“Our personal, individual visions are all unique”.

“It has become very clear, and at the same time surprising, that many of our most successful corporations do not have a clear corporate vision”.

“If you have no clear direction, it’s tough to know – or care – if you’re heading where you want to go (Lee 1993)”.

“If an individual has a clear personal vision of their own career path, they are far more likely to choose a work environment that will provide a compatible vision”.

“Once we establish and articulate our vision, particularly a corporate vision, we must own it, believe in it, exemplify it in our behaviours and choices, and generally live it every day. We must ‘walk the talk’ “.

“Our vision, especially if it represents a major change in how we view ourselves, will always need to be protected from the natural desire to retreat to our comfort zone”.

“The cynicism that organisations stir up when they fail to live by their visions eventually can develop and jell into a pervasive distrust”.

P 41 “Naisbitt (1984) says that at some point we must ask ourselves in what business are we really engaged?”.

“Some questions that might help:

1. What is our purpose?
2. What is our driving force?
3. What are our core values?
4. What do we do best?

5. What do we want to accomplish?

6. What do we want to change?”.

“Once we have answered these questions concerning who and/or where we are now as well as who and/or where we want to be? (Our vision). After all these considerations have been examined, we can develop a set of goals, measurable objectives and strategic plans to accomplish our vision”.

“If managers want to change an organisational culture, they first must have a solid grasp of the present situation, how it was formulated, and how it is operating. They then need a clear idea of where they want to go, how they’re going to get there and the probable consequences of the attempt”.

P 43 “An organisation without an agreed and clearly articulated vision is like an aeroplane without a flight plan”.

“We need only look around at recently successful organisations which are now in serious trouble to realise that, without a clear vision and a plan to articulate that vision, any organisation and/or individual will surely perish”.

From: “What leaders really do” John Kotter. *Harvard Business Review* May/June 1990 Pages 103-111.

P 103 “Good management controls complexity, effective leadership produces useful change”.

“Leadership is different from management, but not for the reasons most people think. Leadership isn’t mystical or mysterious. It has nothing to do with having ‘charisma’ or other exotic personality traits. It is not the province of a chosen few. Nor is leadership necessarily better than management or a replacement for it”.

“Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment”.

“Successful corporations don’t wait for leaders to come along. They actively seek out people with leadership potential and expose them to leadership experiences designed to develop that potential”.

“Some people have the capacity to become excellent managers but not strong leaders. Others have great leadership potential, but, for a variety of reasons, have great difficulty becoming strong managers”.

P 104 “Management is about coping with complexity. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products”.

“Leadership by contrast, is about coping with change. More change always demands more leadership”.

“Consider a simple military analogy - a peacetime army can usually survive with good administration and management up and down the hierarchy, coupled with good leadership

concentrated at the very top. A wartime army however needs competent leadership at all levels. No-one has yet figured out how to management people effectively into battle, they must be *led*".

"Since the function of leadership is to produce change, setting the direction of that change is fundamental to leadership".

P 105 "Developing good business direction isn't magic. It is a tough, sometimes exhausting process of gathering and analysing information".

"Effective business visions regularly have an almost mundane quality, usually consisting of ideas that are already well known".

"What's crucial about a vision is nit its originality but how well it serves the interests of important constituencies – customers, stockholders, employees – and how easily it can be translated into a realistic competitive strategy".

"In a company without direction, even short-term planning can become a black hole capable of absorbing an infinite amount of time and energy".

P107 "Trying to get people to comprehend a vision of an alternative is also a communications challenge of a completely different magnitude from organising them to fulfil a short-term plan".

"Another big challenge in leadership effort is credibility – getting people to believe the message. Many things contribute to credibility: The track record of the person delivering the message itself; the communicator's reputation for integrity and trustworthiness, and the consistency between words and deeds".

Since change is the function of leadership, being able to generate highly energised behaviour is important for coping with the inevitable barriers to change".

"Achieving grand visions always requires an occasional burst of energy. Motivation and inspiration energise people, not by pushing them in the right direction as control mechanisms do, but by satisfying basic human needs for achievement; a sense of belonging; recognition, self-esteem; a feeling of control over one's life, and the ability to live up to one's ideals. Such feelings touch us deeply, and elicit a powerful response".

P 109 "Good leaders motivate people in a variety of ways. First they always articulate the organisation's vision in a manner that stresses the values of the audience they are addressing".

"Leaders also regularly involve people in deciding how to achieve the organisation's vision, (or the part most relevant to a particular individual). This gives people a sense of control".

"Good leaders recognise and reward success, which not only gives people a sense of accomplishment, but also makes them feel like they belong to an organisation that cares about them".

"Despite the increasing importance of leadership to business success, the on-the-job experiences of most people actually seem to undermine the development of attributes needed for leadership".

P 111 “The methods successful companies use (to identify leadership potential) are surprisingly straightforward. They go out of their way to make young employees and people at lower levels in their organisations visible to senior management. Senior management then judge for themselves who has potential and what the development needs of those people are”.

“Instituting a leadership-centred culture is the ultimate act of leadership”.

From: “Managers and leaders – are they different?” Abraham Zaleznik. *Harvard Business Review* May/June 1977.

P 74 “While ensuring competence, control, and the balance of power among groups with the potential for rivalry, managerial leadership unfortunately does not necessarily ensure imagination, creativity, or ethical behaviour in guiding the destinies of corporations”.

“Leadership inevitably requires using power to influence the thoughts and actions of other people”.

P 75 “An organisation is a system, with a logic of its own, and all the weight of tradition and inertia. The deck is stacked in favour of the tried and proven way of doing things and the taking of risks and striking out in new directions (John Rockefeller III)”.

“A managerial culture emphasises rationality and control. Whether his or her energies are directed toward goals, resources, organisation structures or people, a manager is a problem solver. From this perspective, leadership is simply a practical effort to direct affairs, and to fulfil his or her task”.

“It takes neither genius nor heroism to be a manager, but rather persistence, hard work, intelligence, analytical ability, and perhaps most important, tolerance and goodwill”.

“Another conception of leadership, however, attaches almost mystical beliefs to what a leader is and assumes that only great people are worthy of the drama of power and politics. Here leadership is a psychodrama in which a brilliant, lonely person must gain control of himself or herself as a precondition for controlling others. Such an expectation of leadership contrasts sharply with the mundane, practical, and yet important conception that leadership is really managing work that other people do”.

“There are no known ways to ‘train’ great leaders”.

“The presence of great leaders may undermine the development of managers who typically become very anxious in the relative disorder that leaders seem to generate”.

“Managers and leaders are very different kinds of people. They differ in motivation, in personal history, and in how they think and act”.

“Managers tend to adopt impersonal, if not passive attitudes towards goals”.

P 76 “The influence a leader exerts alters moods, evoking images and expectations, establishing specific desire and objectives, determining the direction a business takes”.

“The net result of this influence changes the way people think about what is desirable, possible and necessary”.

P 77 “To get people to accept solutions to problems, managers continually need to co-ordinate and balance opposing views”.

“Where managers act to limit choices, leaders develop fresh approaches to long-standing problems and open issues to new options”.

“To be effective, leaders must project their ideas into images that excite people and only then develop choices that give those images substance”.

“Leaders work from high-risk positions; indeed they are often temperamentally disposed to seek out risk and danger, especially when the chance of opportunity and reward appears promising”.

“From my observations, the reason one individual seeks risk while another approaches problems conservatively depends more on his or her personality and less on conscious choice”.

“For those who become managers, a survival instinct dominates the need for risk, and with that instinct comes an ability to tolerate mundane, practical work”.

“Leaders sometimes react to mundane work as to an affliction”.

“Managers prefer to work with people; they avoid solitary activity because it makes them anxious”.

P 78 “Empathy is not simply a matter of paying attention to other people. It is also the capacity to take in emotional signals and make them meaningful in a relationship”.

“Managers relate to people according to the role they play in a sequence of events or in a decision-making process, while leaders, who are concerned with ideas, relate in more intuitive, and empathetic ways”.

P 79 “Leaders attract strong feelings of identity and difference or of love and hate”.

“A sense of belonging or of being separate has a practical significance for the kinds of investments managers and leaders make in their careers”.

“Managers see themselves as conservators and regulators of an existing order of affairs with which they personally identify and from which they gain rewards”.

“A manager’s sense of self-worth is enhanced by perpetuating and strengthening existing institutions: He or she is performing in a role that is in harmony with the ideals of duty and responsibility”.

“Leaders tend to be twice-born personalities, people who separate from their environment. They may work in organisations, but they never belong to them. Their sense of who they are does not depend on memberships, work roles or other social indicators of identity. And that perception of identity may form the theoretical basis for explaining why certain individuals seek opportunities for change”.

“In considering the development of leadership, we have to examine two different courses of life history: 1. Development through socialisation, which prepares the individual to guide

institutions and to maintain the existing balance of social relations; and 2. Development through personal mastery, which impels an individual to struggle for psychological and social changes. Society produces its managerial talent through the first line of development, leaders emerge through the second”.

“Every person’s development begins with family”.

“Even with strong talents, there are no guarantees that achievement will follow”.

“Leaders are like artists and other gifted people who often struggle with neuroses; their ability to function varies considerably even over the short run, and some potential leaders lose the struggle altogether”.

“Managerial personalities form moderate, and widely distributed attachments. Leaders on the other hand, establish, and also break off, intensive, one-to-one relationships”.

“It is a common observation that people with great talents are often indifferent students. No-one could have predicted Einstein’s great achievements on the basis of his mediocre record in school”.

“The reason for mediocrity (in the cited example of Einstein), is obviously not the absence of ability. It may result instead from self-absorption and the inability to pay attention to the ordinary tasks at hand”.

P 80 “While apparently destined for mediocre careers, people who form important one-to-one apprenticeship relationships often are able to accelerate and intensify their development”.

“Great teachers take risks. They bet initially on talent they perceive in younger people. And they risk emotional involvement in working closely with their juniors. The risks do not always pay off, but the willingness to take them appears to be absolutely crucial in developing leaders”.

P 81 “Working in one-to-one relationships where there a formal and recognised difference in the power of the players, takes a great deal of tolerance for emotional interchange”.

“I wonder if a greater capacity on the part of senior officers to tolerate the competitive impulses and behaviour of their subordinates might not be healthy for corporations”.

“I am constantly surprised by the frequency with Chief Executives feel threatened by open challenges to their ideas, as though the source of their authority rather than their specific ideas was at issue”.

“The ability to confront is also the ability to tolerate aggressive interchange. And that skill not only has the net effect of stripping away the veils of ambiguity and signalling so characteristic of managerial cultures but also encourages the emotional relationships leaders need if they are to survive”.

**From: “How to choose a leadership pattern” Robert Tannenbaum and Warren Schmidt.
Harvard Business Review March/April 1958 Pages 95-101**

P 95 “The problem of how modern managers can be ‘democratic’ in their relations with subordinates and at the same time maintain the necessary authority and control in the organisations for which they are responsible has come into focus increasingly in recent years”.

P 96 “Seven leadership behaviours along the Tannenbaum/Schmidt continuum:

1. Manager makes decision and announces it
2. Manager ‘sells’ decision
3. Manager presents ideas and invites questions
4. Manager presents tentative decision subject to change
5. Manager presents problem, gets suggestions, makes decision
6. Manager defines limits; asks group to make decision
7. Manager permits subordinates to function within limits defined by superior”.

“Each type of action is related to the type of authority used by the boss and to the amount of freedom available to subordinates in reaching decisions”.

P 98 “There are a number of alternative ways in which managers can relate themselves to the group or individuals they are supervising. At the extreme end of the range, the emphasis is on the manager – on what he or she sees things, how he or she *feels* about them. As we move toward the subordinate-centred end of the continuum, however, the focus is increasingly on the subordinates – on what *they* are interested in, how *they* look at things, how *they* feel about them”.

“Delegation is not a way of ‘passing the buck’. Also, it should be emphasised that the amount of freedom bosses give to subordinates cannot be greater than the freedom which they themselves have been given by their own superiors”.

“They (managers and leaders), should ask if their presence will inhibit or facilitate the problem-solving process”.

“There may be some instances when they should leave the group to solve the problem for itself. Typically, however, the boss has useful ideas to contribute and should function as an additional member of the group”.

“Problems may also occur when the boss uses a ‘democratic’ façade to conceal the fact that he or she has already made a decision that he or she hopes the group will accept as its own”.

“We believe that it is highly important for managers to be honest and clear in describing what authority they are keeping and what role they are asking their subordinates to assume in solving a particular problem”.

“Now let us turn from the types of leadership which are possible in a company situation to the question of what types are *practical* and *desirable*. What factors or forces should a manager consider in deciding how to manage? Three are of particular importance:

1. Forces in the manager
2. Forces in The subordinate
3. Forces in the situation”.

“Among the important internal affecting managers will be:

1. Their value system
2. Their confidence in subordinates
3. Their own leadership inclinations
4. Their feeling of security in an uncertain situation”.

P 99 “Generally speaking, managers can permit subordinates greater freedom if the following essential conditions exist:

1. If the subordinates have relatively high needs for independence
2. If the subordinates have a readiness to assume responsibility for decision making
3. If they have a relatively high tolerance for ambiguity
4. If they are interested in the problem and feel it is important
5. If they understand and identify with the goals of the organisation
6. If they have the necessary knowledge and experience to deal with the problem
7. If they have learned to expect to share in decision making”.

“Managers will probably tend to make fuller use of their own authority if the above conditions do *not* exist; at times there may be no realistic alternative to running a ‘one-man-show’ “.

P 100 “Like individuals, organisations have values and traditions which inevitably influence the behaviour of the people who work in them. Managers who are newcomers to a company quickly discover that certain types of behaviour are approved while others are not. They also discover that to deviate radically from what is generally accepted is likely to create problems for them”.

“The fact that the person’s superiors have a defined concept of what the good executive should be will very likely push the manager toward one end or the other of the behavioural range”.

“It can generally be expected that a group which has functioned for some time will have developed habits of co-operation and thus be able to tackle a problem more effectively than a new group”.

“The nature of the problem may determine what degree of authority should be delegated by managers to their subordinates”.

“The key question to ask of course is ‘have I heard the ideas of everyone who has the necessary knowledge to make a significant contribution to the solution of this problem?’ “.

“The more that they (managers) feel the need for an immediate decision the more difficult it is to involve other people. In organisations which are in a constant state of ‘crisis’ and ‘crash programming’ one is likely to find managers personally using a high degree of authority with relatively little delegation to subordinates”.

P 101 “To provide the individual or the group with greater freedom than they are ready for at any given time may very well tend to generate anxieties and therefore inhibit rather than facilitate the attainment of desired objectives”.

“Successful leaders are those who are keenly aware of the forces which are most relevant to their behaviour at any given time”.

“If direction is in order, they are able to direct, if considerable participative freedom is called for, they are able to provide such freedom”.

“Thus successful managers of people can be primarily characterised neither as strong leaders nor as permissive ones. Rather, they are people who maintain a high batting average in accurately assessing the forces that determine what their most appropriate behaviour at any given time should be, and in actually being able to behave accordingly”.