

# Leadership Excellence in Practice

Before leaders can demand excellence in others, they must demonstrate excellence in themselves. Leadership Excellence, therefore, is core to any intervention aimed at delivering sustained excellence in organisational outcomes.

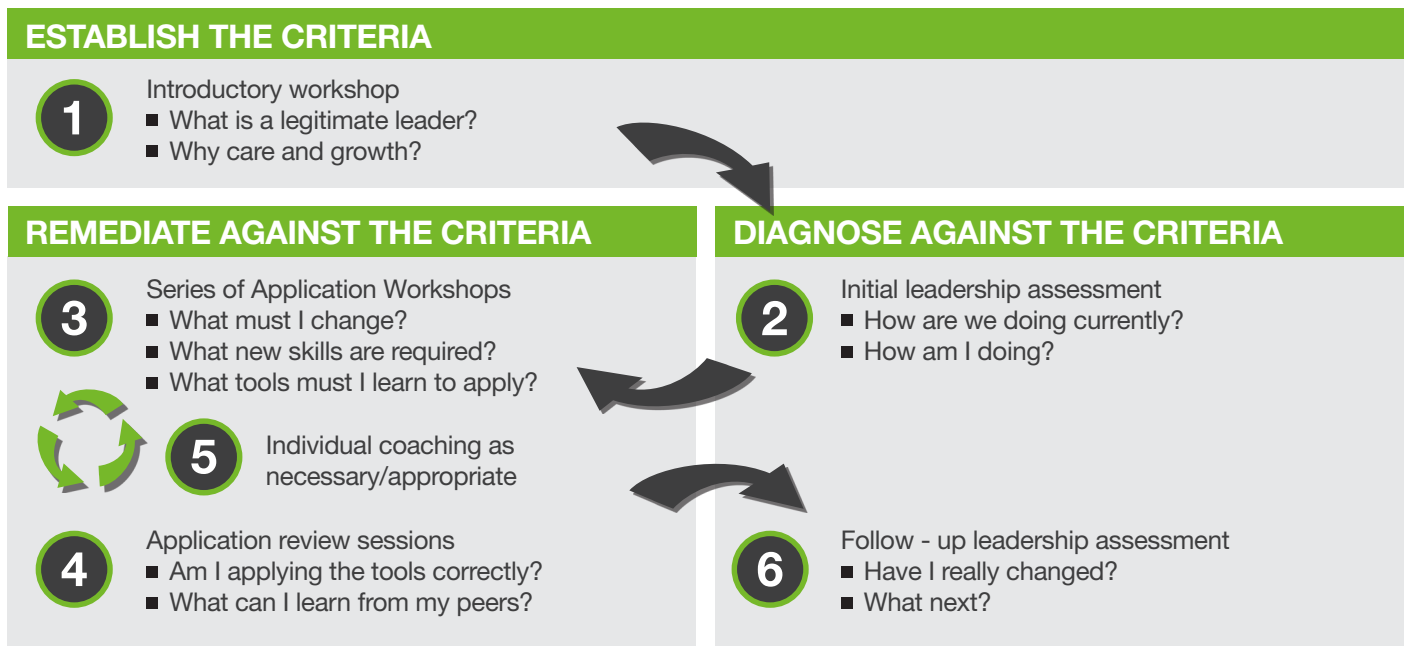


Figure 1: A Typical Leadership Excellence Intervention Approach

A Leadership Excellence intervention is typically 15-18 months in duration. Legitimate Leadership works with dedicated groups of up to 20 leaders per group to ensure shifts in behaviour are realised “on the ground”.

## Step 1: Introductory workshop

A two-day interactive workshop engages leaders in a debate regarding which leadership approach which best delivers sustainable people and organisational excellence.

## Step 2: Initial Leadership Assessment

An initial leadership assessment diagnoses the current state of leadership against the criteria for leadership excellence, thus holding up a mirror to leaders, and acting as a catalyst for change.

## Step 3: Application Workshops

Application workshops provide leaders with a deeper understanding of a specific aspect of the framework and provide both the tools and skills to translate this aspect of the model into practice.

## Step 4: Application Review

Between each application workshop leaders are tasked with applying what they have learned in the workplace. Short 2-hour sessions allow leaders to learn from, support and challenge one another.

## Step 5: Individual Coaching

In addition to the rollout of application workshops and review sessions a select number of leaders may be identified for intensive one-on-one coaching with a Legitimate Leadership consultant.

## Step 6: Follow-Up Leadership Assessment

At the end of the process a second leadership assessment provides evidence of shifts in leadership behaviour and practice, and the impact on individual and organisational performance.

# 1 INTRODUCTORY WORKSHOP

Legitimate Leadership runs introductory workshops for people in leadership positions to establish a common understanding of, and commitment to, the Legitimate Leadership Model. Clients typically choose one of two options depending on level, leadership experience, familiarity with the framework and degree of direct involvement in the planned implementation programme roll-out.

## OPTION 1

### Two Day Introduction to the Legitimate Leadership Model

The two-day Legitimate Leadership introductory programme provides those in leadership positions with a broad understanding of the Legitimate Leadership Model and an opportunity to assess the degree to which they are currently aligned to the Legitimate Leadership criteria.

The programme establishes a shared leadership language and ethos across the enterprise. As such it establishes a starting point for implementing the Legitimate Leadership Model in an organisation.

## PROGRAMME CONTENT

<b>THE ISSUE OF POWER</b>	The issue of power in the workplace and the difference between power and control.
<b>INTENT</b>	The core criterion for excellence in leadership – intent and the intent test.
<b>THE KEY PRINCIPLES OF THE LEGITIMATE LEADERSHIP MODEL</b>	<ol style="list-style-type: none"> <li>1. Power by permission.</li> <li>2. The price of power.</li> <li>3. Growth and the incremental suspension of control.</li> <li>4. Maturity means being here to give; acting with generosity and courage.</li> </ol>
<b>EMPOWERMENT</b>	Empowerment is not about being nice or tolerating mediocrity. It is about pushing people to realise the best in themselves through the provision of means, ability and accountability.
<b>VALUES – THE CORE OF THE ISSUE</b>	The difference between values- and needs-driven behaviour. The effect of values on a leader's ability to lead others.

## OPTION 2

# One Day Executive Overview of the Legitimate Leadership Model

“Modern” management has remained essentially unchanged for the last 100 years. Management as a technology has largely stopped evolving. It is time to reinvent management, to challenge the basic beliefs and assumptions on which modern management is based.

The purpose of the 1-Day Executive Overview is to provide senior leaders in an organisation with an understanding of the fundamentals of the Legitimate Leadership Model. During the day a number of prevailing management beliefs are critically challenged, and alternatives given to what is current conventional wisdom.

### PROGRAMME CONTENT

<b>AXIOM 1 – THE NATURE OF THE RELATIONSHIP</b>	What is at issue between employer and employee is not the price of a commodity called labour, it is the legitimacy of a relationship of power.
<b>AXIOM 2 – REQUIREMENT FOR LEGITIMACY</b>	Any relationship of power is legitimate only if the aim of that relationship is the care and growth of the direct report in the relationship.
<b>AXIOM 3 – EMPOWERMENT</b>	Empowerment implies an incremental suspension of control in order to enable the other.
<b>AXIOM 4 – MATURITY</b>	Maturity means being here to serve, or acting with generosity and courage.

## 2 INITIAL LEADERSHIP ASSESSMENT

The Legitimate Leadership diagnostic tools have two functions.

Firstly, they stimulate action by holding up a mirror to the collective and individual leadership of how well they are currently faring against the criteria for leadership excellence. Secondly, they give focus in terms of those changes in leadership practice which will bring about the most benefits to individual and organisational performance.

There are three possible Legitimate Leadership diagnostic tools for this purpose which can be applied independently or in combination with one another. One or more of these diagnostic indicators, when done at the start of an intervention, can provide a baseline measure which, if repeated on an interim basis, can be used to track the effectiveness of a Legitimate Leadership intervention over time.

The three Legitimate Leadership diagnostic tools are the Leadership Audit, the Legitimacy Survey and the Organisational Diagnostic.

### OPTION 1

## Leadership Audit

The Leadership Audit assesses the degree to which individual leaders and the leadership in total are currently aligned to the Legitimate Leadership criteria. Profiles for each individual in a leadership role, as well as aggregate profiles for levels, departments, and the organisation as a whole, are compiled from direct report feedback based on the premise that those best placed to measure a leader against the criteria for legitimate power are the recipients of it.

The purpose of the audit is to indicate areas of strength opposite the Legitimate Leadership criteria as well as areas for improvement. Feedback on the profiles provides clarity on what changes are required to realise a sustainable improvement in the leadership of the enterprise.

Individual leaders are provided with the following diagnostic information:

- The quality of their relationship with direct reports (Care).
- The degree to which they are providing an enabling environment for their people (Means).
- How well they are enhancing the ability of the people (Ability).
- To what extent they are holding their people appropriately accountable (Accountability).

## OPTION 2

### Legitimacy Survey

The Legitimacy Survey assesses the degree to which the leadership of an enterprise is seen to be legitimate and therefore worthy of support by employees. It determines the degree to which management is trusted or not and the reasons for this. The information, based on either online and/or face-to-face interviews, provides the basis for crafting an effective remedial strategy.

The survey determines the following:

- The proportion of employees who are pro- and anti-establishment, and the make-up of these two fundamental populations.
- The degree to which, and the reasons why, employees trust various levels of leadership in the organisation.
- The patterns of alliance in the organisation, or with whom employee loyalty is vested.
- Where in the line of command authority rests and where it is absent.
- What the information requirements and credible sources of information are for the pro-and anti-establishment groups.

## OPTION 3

### Organisation Diagnostic

The Organisation Diagnostic assesses the degree to which the organisational context either supports or limits the implementation of Legitimate Leadership. It comprises an on-site investigation of the organisational variables which enable leadership excellence. The deliverable is a determination of the organisational changes which need to be made to support a sustainable implementation of the Legitimate Leadership framework.

The organisation diagnostic includes the following types of analyses:

- A review of organisational structure to determine how enabling or disabling the organisation of work is to leading in a manner consistent with the Legitimate Leadership criteria.
- An assessment of the degree to which organisational measures, or scoreboards, evoke employee contribution.
- An examination of the usefulness of operational review meetings in encouraging generous and courageous future action.
- The use of leadership diagnostics to determine the command issues behind positive and negative exceptions in the business.
- A review of the use of controls in the organisation's horizontal processes and systems.
- An examination of where in the hierarchy decision-making authority, and hence accountability, resides.
- A determination of the tolerance of mediocrity and whether people are being held appropriately accountable.

# 3 APPLICATION WORKSHOPS

The Legitimate Leadership Application Workshops are a series of half- or full-day workshops deployed over a period of time on a drip-feed basis in an organisation.

Each workshop provides a deeper understanding of a particular aspect of the Legitimate Leadership model and provides leaders with the tools and skills they require to translate the principles into 16 day-to-day leadership practices.

The core Application Workshops may be facilitated as half- or full-days depending on client requirements. Because of the nature of their content, Advanced Application Workshops are typically facilitated as full-day workshops. The core and advanced Application Workshop topics are shown in the tables below. The 16 Legitimate Leadership Practices mentioned in the previous paragraph are provided in section 4. Application Reviews over the page.

## THE CORE APPLICATION WORKSHOPS ARE:

### HALF DAY APPLICATION WORKSHOPS

1. Building Strong People
2. The True Meaning of Care
3. Spending Time Appropriately
4. Watching the Game
5. Clarifying Expectations
6. Agreeing Contribution
7. Enabling Contribution
8. Coaching for Excellence
9. Enforcing and Raising Standards
10. Empowerment
11. Holding People Appropriately Accountable
12. Dealing with Exceptions

### FULL DAY APPLICATION WORKSHOPS

1. Earning Trust Through Care, Time and Attention
2. Increasing Impact by Clarifying Contribution
3. Elevating Performance by Assessing, Enabling and Reviewing Contribution
4. Enabling Human Excellence by Raising the Bar
5. Enabling Excellence in Ability Through Effective Coaching
6. Cultivating Accountability by Handing Over Control
7. Building Strong People by Dealing with Victim Mindsets
8. Delivering a Step Change by Holding People Appropriately Accountable

## THE ADVANCED APPLICATION WORKSHOPS ARE:

### ADVANCED APPLICATION WORKSHOPS

1. Building Collaborative Relationships
2. Coaching the "Why"
3. Development Discussions which Motivate and Empower
4. Cultivating Courage in Self at Work
5. Dealing with and Leading Change
6. Growing by Growing Others
7. Designing Enabling Structures
8. Making Strategy Work

*Please refer to the document appendices to gain further insight into the purpose and content of each Application Workshop.*

# 4 APPLICATION REVIEWS

To get good at anything requires repeated practice and reflection. Leaders are therefore tasked with applying what they have learned in the Application Workshops back in the workplace. Before progressing to the next Workshop they reconvene in smaller groups to share their experience.

In the facilitated review they gain further insights and learnings about how to practically apply the tools they were given. They make recommendations to their colleagues based on what they have found works and does not work. They support and challenge each other to incrementally raise the bar on their day-to-day leadership practice. Over time they increase both in terms of competence and confidence in the Legitimate Leadership way of leading.

Application reviews typically adopt the format of 2-3 hour structured small group sessions. Depending on the organisation groups may be constituted by function; by level or may even be deliberately cross-functional or multi-level to achieve both optimal individual development and organisational impact.

Each Application Review workshop is designed to ensure that 16 day-to-day Legitimate Leadership practices are embedded in the organisation in a sustainable way. The 16 practices, which align to the criteria of Care, Means, Ability and Accountability, are:

## 16 LEGITIMATE LEADERSHIP PRACTICES

### CARE

- Getting to **Know** their people and what makes them 'tick'
- Actively **listen** to and act on employees' concerns
- Demonstrate **appropriate** care for personal concerns
- **Involve** and consult people on things that affect them

### MEANS

- Call for, demonstrate and insist on excellence by deliberately and consistently 'raising the bar' with respect to behavioural and performance **standards**.
- Incrementally give people more **decision making authority**, freedom to act and ever increasing levels of responsibility.
- Deliver on the enablers of contribution to standard determined through '**watching the game**'.
- Regularly clarify and **agree expectations**; peoples' unique, value added contribution in the context of the results to be achieved.
- Spend **time** in one on one and team meetings where the focus is on progressing the person(s) not the work.
- Provide people with **information**; tell them what they want to know which is how well am I and the business doing?

### ABILITY

- Develop peoples' **understanding of the business** and establish a clear line of sight between individual and organisational performance.
- Enhance peoples' ability through **training, coaching and development discussions** which motivate and empower

### ACCOUNTABILITY

- Enable people who are weak and powerless to reclaim their power and **restore their sense of accountability** for the situation they are in.
- Demonstrate fairness when **holding people accountable**; both discipline and reward.
- Do not respond to an exception by instituting another control; rather identify and **address the command issues** which are at the **root of all exceptions**.
- Do the **right thing** rather than the expedient thing in every situation; be **values** rather than needs **driven**.

## 5 INDIVIDUAL COACHING

In addition to the core Application Module / Review process a select number of leaders may be identified for intensive coaching with a Legitimate Leadership associate.

One on one coaching is a useful tool for cultivating a pool of Legitimate Leadership exemplars in an organisation. Individual leaders who have demonstrated excellence against the care and growth criteria are given additional, focussed coaching to enable them to act as role models and coaches to other leaders in the organisation.

One on one coaching is also sometimes offered to select individuals who are finding it difficult from an ability point of view to align themselves to this way of leading. The intensive coaching they receive can support them in evidencing competence in the 16 Legitimate Leadership practices or lead to a decision to reclude themselves from a leadership role in the organisation.

## 6 FOLLOW-UP LEADERSHIP ASSESSMENT

The follow-up leadership assessment, carried out at the end of the Legitimate Leadership implementation process, performs two specific functions.

Firstly it provides clear feedback as to where both individuals as well as the collective leadership have successfully implemented the requisite changes in practice and behaviour, and where there is still more work to be done.

Secondly it provides leaders with specific insights as to where they can continue to refine their intent and develop their individual leadership practice.

The Repeat Leadership Audit measures gains made as well as highlighting those leadership aspects requiring further development.

Further leadership assessments carried out annually following the initial Legitimate Leadership implementation process provide ongoing feedback to individual leaders and the organisation as a whole in order to ensure that the initial leadership transformation from taking to giving is sustained in the long term.



# APPENDIX A

## HALF DAY APPLICATION WORKSHOPS

### 1. BUILDING STRONG PEOPLE

It is not easy for employees to contribute in an environment which is disempowering, when the organisation's structures are dysfunctional and its processes are suffocating. What really disempowers people in an organisation, however, is not their surroundings but themselves; their sense that they are victims of their environment and therefore not accountable for their contribution. Part of a leader's job therefore is to enable people who feel weak and powerless to become strong and reclaim their power; to nurture powerful people irrespective of the setting they are in.

**In this module, leaders are provided with a simple but powerful tool for engaging the will of their people to contribute – the 'Gripe to Goal' process. Leaders' skill in the use of the 'Gripe to Goal' process enables them to cultivate employees who both take accountability and are accountable for the situation in which they are in.**

### 2. THE TRUE MEANING OF CARE

Across the world people say that they will only work willingly for a boss who genuinely cares about them. Both managers and the people who report to them, however, often either don't understand what Care means and / or have chosen, in pursuit of their own interests, not to.

**In this module, a number of myths regarding Care are debunked. Leaders draw up a list of Care indicators which they can use to gauge how well they are doing on this critical element of leadership. They are provided with practical tools for getting to know their people as human beings rather than as human resources and for demonstrating appropriate concern for personal problems. They reflect on whether or not liking your people is a prerequisite to caring for them.**

### 3. SPENDING TIME APPROPRIATELY

The most obvious indicator of what a person cares about is what they spend their time on and what they give attention to. This is because one has time for the things that one cares about. Leaders who care about their people, therefore, give them their time and attention. As a leader's intent changes from being here to "get" to being here to "give", so too does their attention shift from task/result to their people.

**In this module, leaders are given a number of diagnostic tools for analysing how their time is currently being spent. They draw conclusions from their analyses and commit to practical actions which will enable them to spend more of their time on the care and growth of their people. They then draw up a Leadership Diary to ensure that they deliberately spend time with each of their people, giving them what they need to enable their contribution. They leave the session equipped to implement their Leadership Diary.**

### 4. WATCHING THE GAME

Legitimate Leadership is, by definition, a face-to-face activity. It therefore happens in one of three contexts; in one-on-one discussions, in team meetings, and when the leader goes out to "watch the game". Watching the game is a particularly critical leadership practice because, like any good coach, leaders can only know what those performing the job need to enable or enhance their performance when they see the job being performed in real time.

**In this module, leaders develop an understanding of the difference between "watching the game" and auditing. They learn the rules of "watching the game" and develop the skills to do so. They draw up a checklist of what to look for when "watching the game" as well as plan when, where and how they are going to 'watch the game' of those who report to them.**

## 5. CLARIFYING EXPECTATIONS

Clarity of contribution is a critical enabler of making a contribution. In order for people to contribute they need to understand what is the contribution required of them. Clarity of contribution is, moreover, a precondition for holding people accountable for their contribution. This is because it is not possible to fairly assess and reward people for their contribution if their contribution has not been clarified and agreed in the first place

**In this module leaders develop an understanding of the difference between contribution and results and why a focus on contribution is the best way to achieve desired results. They clarify their unique contribution, both direct and leadership contribution, in the context of the results to be achieved.**

## 6. AGREEING CONTRIBUTION

Clarity of role answers the question 'what am I paying you for?' Role definitions however do not define what a person specifically and uniquely commits to deliver which will both contribute to the organisation's objectives and grow the individual in the process. Role based descriptions of contribution, moreover, are static and too generic. As a result they are a somewhat blunt and limited tool for enabling contribution and accountability.

**In this module leaders are introduced to 90 Day Deliverables as a means of determining what an individual is willing and able to commit to contributing in the next reporting period. They develop an understanding of the four different types of deliverables – direct, leadership, collaborative and change in self. They begin the process of crafting and agreeing a set of 90 Day Deliverables with their manager and with their direct reports.**

## 7. ENABLING CONTRIBUTION

It is the manager's job not to do the work, but to enable others to do their work. One of the ways managers do this is by having regular one on one discussions with their people with the aim of progressing the person not progressing the work. Unlike a performance appraisal with its focus on evaluating past performance these discussions give attention to fueling future performance, increased accountability and growth of the individual.

**In this module the difference between a 'progressing the work' and 'progressing the person' discussion is made clear both in terms of what is discussed and the outcomes from the conversation. Leaders learn how to best address their direct reports' need to know 'how I am doing?'. They are taught to align both employee and leader actions to poor, acceptable and exceptional levels of contribution.**

## 8. COACHING FOR EXCELLENCE

Managers are concerned that the required output, in terms of both quantity and quality is delivered. Leaders, unlike managers, are relentless in the pursuit of excellence in their people, not as a means to an end but as an end in itself. Leaders use coaching as a practical means of enabling excellence from an ability point of view. They see coaching as integral to the process of caring and growing their people.

**In this module leaders draw up a list of criteria for successful coaching and assess themselves against these. They learn how to practically use the task / job as the means to grow people. They develop the knowledge and skill to enable their people to continually develop from an ability point of view.**

## 9. ENFORCING AND RAISING STANDARDS

Human excellence, which is what leaders concern themselves with, comes from raising the standard not the target. The person who sets the standard is the leader and where the standard is pitched is all important. When the standard is set high most people rise to meet it. Conversely when the standard is set low the majority live down to it.

**In this module leaders learn what their responsibilities are with respect to standards. They are introduced to the 7 Requirements for implementing and enforcing standards. They learn how to incrementally but continually raise the bar as a way of enhancing both individual and organisation excellence.**

## 10. EMPOWERMENT

Leaders are powerful only when their people trust them, are willing to do what is asked of them, and are loyal to them. One of the ways that leaders can earn power is to trust or empower their people. This means to incrementally suspend control over them. As long as leaders continue to control their people they rob them of the opportunity to demonstrate their trustworthiness.

**In this module, leaders learn “how” to empower their people using the 3 Golden Rules and the 5 Steps to Empowerment. They determine the reasons why previous empowerment efforts either succeeded or failed and leave the session with concrete plans to push decision making authority and accountability down the line.**

## 11. HOLDING PEOPLE APPROPRIATELY ACCOUNTABLE

Holding people appropriately accountable, both positively and negatively, is arguably the most challenging part of caring and growing people. When leaders are holding their people accountable they are doing one of four things; they are disciplining, censuring, praising or rewarding them. In all four instances the issue is not whether the leader is being nice or not nice. It is whether or not they are being fair.

**In this module leaders understand the ‘why’ behind discipline, censure, praise and reward. They are given four principles for holding people appropriately accountable and learn how to avoid the common mistakes that are typically made when tackling the accountability piece of the empowerment framework. They leave the session clear on what they are going to do to hold each of the people who report to them appropriately accountable.**

## 12. DEALING WITH EXCEPTIONS

Part of cultivating accountability in an organisation pertains to dealing appropriately with exceptions (both positive and negative) in the organisation. The typical management response to an exception is to apply a “fix” and then to institute a control. Dealing appropriately with exceptions, however, means getting behind the exception to understand the command issues which sit behind all exceptions. Sustainability of result is achieved not by fixing the exception directly but by addressing the leadership causes of the exception at every level in the line of command.

**In this module, leaders learn how to diagnose performance exceptions in terms of who did what to contribute to the exception, and the Means, Ability and Accountability issues behind people’s actions. They develop expertise in the leadership diagnostic methodology and determine how best to use the methodology to bring about a sustainable improvement of results in their part of the business.**

# APPENDIX B

## ONE DAY APPLICATION WORKSHOPS

### 1. EARNING TRUST THROUGH CARE, TIME AND ATTENTION

Leaders who care for their people are genuinely interested in them and concerned about them as human beings, not as human resources. When leaders care, this is visible and demonstrable from where they spend their time and what they give their attention to. Leaders who care for their people shift their focus and their attention from results and outcomes to people and process.

In this workshop, leaders deepen their understanding of what care really means and assess themselves against this core criterion for legitimate power. They determine the changes, sometimes radical, they need to make to how they are spending their time and what they are giving attention to. They progress to setting up their own Leadership Diaries based on an understanding of the Seven Possibilities that leaders have in terms of what they can give any of their direct reports at any point in time.

### 2. INCREASING IMPACT BY CLARIFYING CONTRIBUTION

Clarity of contribution is a critical enabler of contribution. Clarity of contribution is, moreover, a precondition for holding people accountable for their contribution. This is because it is not possible to fairly assess and reward people for their contribution if their contribution has not been clarified and agreed upon in the first place.

In this workshop, leaders clarify their contribution in the context of the results to be achieved. Contribution is firstly clarified at the level of the role. Thereafter the contribution of each individual in the next reporting period to the results, to the care and growth of others, and to their own transformation is determined.

### 3. ELEVATING PERFORMANCE BY ASSESSING, ENABLING AND REVIEWING CONTRIBUTION

Most review discussions between managers and subordinates are sterile affairs because they consist of a report back on what has been achieved in the last reporting period. They serve the needs of the manager to be kept informed rather than the needs of the employee to grow. A successful review in fact is one which enables the employee's contribution, growth and accountability going forward. This only happens if the review is preceded by a period of pro-actively enabling contribution – of providing the Means, Ability and Accountability requirements of the employee by “watching the game”.

In this workshop, leaders are equipped to enable their employees' contribution through effectively assessing, enabling and then reviewing the contribution made. They are given the tools to “watch the game”, to give feedback on what employees are doing right and what they need to change, and to determine and agree the actions which will enable an enhanced contribution by employees in the next reporting cycle. Team members learn what they can expect from leaders, as well as what is expected from them in making their contribution.

### 4. ENABLING HUMAN EXCELLENCE BY RAISING THE BAR

Human excellence comes from raising the standard not from lifting the target. In this regard, there are two types of standards. Firstly, there are behavioural standards, derived from company values, and applicable to all. Secondly there are performance standards which contribute to people being the best that they can be. Where the standard is pitched is all-important. When the standard is set at the level of excellence most people rise to meet the standard. Conversely when the standard set is low the majority live down to it.

In this workshop leaders are guided through a process for developing standards of excellence for both those in positions of authority as well as individual contributors. Individuals develop competence in a tested method for successfully implementing world class standards which have the effect of measurably raising the bar and enhancing both individual and organisational excellence.

## 5. ENABLING EXCELLENCE IN ABILITY THROUGH EFFECTIVE COACHING

The Legitimate Leadership model argues that the crux of the difference between management and leadership is an inversion of means and ends. Managers use people as the means to get the job done and produce results; leaders use tasks and results as the means to enable people. Excellence in a person is not of issue to managers. What concerns them is that the required output, in terms of both quantity and quality, is delivered. Leaders, unlike managers, are relentless in the pursuit of excellence in their people, not as a means to an end but as an end in itself.

**In this module, leaders are given the tools to develop a coaching as opposed to reporting relationship with their people. They learn how to practically use the task/job as the means to grow people; they develop the knowledge and skill to enable their people from an ability point of view.**

## 6. CULTIVATING ACCOUNTABILITY BY HANDING OVER CONTROL

The “Growth” element of Legitimate Leadership implies a willingness to entrust responsibility to others. Two things then happen simultaneously. Trust in management increases and people are in a position to demonstrate their trustworthiness. Entrustment of responsibility or empowerment, however, is simple in concept but devilishly difficult in practice. For this reason there are far more failed empowerment efforts than successes.

**This workshop tackles head-on the impediments to empowerment – both the lack of knowing how to empower effectively and a lack of the will to do so. The workshop uses leaders’ experiences to derive some rules and steps for applying the 3rd Axiom of the Legitimate Leadership Model – “the incremental suspension of control in order to empower the other.” The output of the workshop is clarity on what shifts in accountability are needed to start or continue the empowerment process, and concrete action plans to effect those shifts.**

## 7. BUILDING STRONG PEOPLE BY DEALING WITH VICTIM MINDSETS

It is not easy for employees to contribute in an environment which is disempowering, when the organisation’s structures are dysfunctional and its processes are suffocating. What really disempowers people in an organisation, however, is not their surroundings but themselves; their sense that they are victims of their environment and therefore not accountable for their contribution. Part of a leader’s job therefore is to confront and address victim behaviour whenever and wherever it occurs, nurturing powerful people irrespective of the setting they are in.

**In this module, leaders are provided with a simple but powerful tool for engaging the will of their people to contribute – the “Gripe to Goal” process. Leaders’ skill in the use of the Gripe to Goal process enables them to cultivate employees who both take accountability and are accountable for the situations in which they are in.**

## 8. DELIVERING A STEP CHANGE BY HOLDING PEOPLE APPROPRIATELY ACCOUNTABLE

Part of cultivating accountability in an organisation pertains to dealing appropriately with exceptions (both positive and negative) in the organisation. The typical management response to an exception is to apply a “fix” and then to institute a control. Dealing appropriately with exceptions, however, means getting behind the exception to understand the command issues which sit behind all exceptions. Sustainability of result is achieved not by fixing the exception directly but by addressing the leadership causes of the exception at every level in the line of command.

**In this module, leaders learn how to diagnose performance exceptions in terms of who did what to contribute to the exception, and the Means, Ability and Accountability issues behind people’s actions. They develop expertise in the leadership diagnostic methodology and determine how best to use the methodology to bring about a sustainable improvement of results in their area.**

# APPENDIX C

## ADVANCED APPLICATION WORKSHOPS

### 1. BUILDING COLLABORATIVE RELATIONSHIPS

The higher up the hierarchy one goes the more important peers/ horizontal as opposed to line/vertical relationships become. A core or differentiating competency for leaders at middle and senior manager level in an organisation is therefore the building of collaborative relationships or team excellence.

In this module leaders develop a set of criteria for team, as opposed to leadership, excellence. They are provided with a number of simple but powerful tools for both diagnosing and remediating a team against the team excellence criteria. They are provided with both the means and ability to cultivate positive and collaborative relationships with peers/ colleagues in their working environment.

### 2. COACHING THE WHY

There are two aspects of Ability – there is the “know-how” and there is the “know-why”. The “why” is by far the more important of the two. This is because the “why” has the potential to inspire, to motivate and to bring forth innovation. And yet far more leadership attention is focused on the “what” and the “how” rather than the “why”.

In this module the leader’s role in coaching the “why” is dealt with at various levels. Leaders first explore the “why” at the level of the enterprise – what Legitimate Leadership refers to as the benevolent intent of the enterprise or why the organisation exists. Coaching the “why” as a leadership theme is further developed in terms of the “why” behind the individual job/ task, change initiatives, standards and improvement tools and techniques. In each case the link between the purpose/the “why” and motivation is forged.

### 3. DEVELOPMENT DISCUSSIONS WHICH MOTIVATE AND EMPOWER

People’s capacity to give at work is not determined by the jobs they do, nor by which box they occupy in the organogram. What determines an individual’s propensity to contribute is a function of what motivates them at work and the degree to which what they do is aligned to their motivations. Leaders, however, are often not cognisant of what really motivates the people who report to them at work and, therefore, cannot be helpful to their people in terms of their development.

In this module, leaders examine their own motives and establish what is important to them at work. They explore the degree to which their current role and alternative options match up to their criteria. They deduce for themselves whether they need to change their work circumstances and/or their motives – the one thing that ultimately sits in their hands only. They are given a process and a template for subsequent development discussions with their people – discussions which are meaningful and empowering for both parties to the discussion.

### 4. CULTIVATING COURAGE IN SELF AT WORK

Legitimacy or acceptance as a leader is a function of the intent of the leader to “give” or to serve. Giving, however, takes two forms: generosity (rising above fear of loss of things associated with oneself), and courage (rising above the fear of loss of self). Of the two, courage is harder because the price that may have to be paid is higher. Enabling courage in others is at the core of legitimate leadership. Before a leader can cultivate courage in others, a leader must first cultivate these quality in self.

In this module the challenging issue of cultivating courage in self, the most difficult aspect of legitimate leadership in practice, is explored. The key content of the module includes the meaning of courage, what makes courage at work difficult, what courage means specifically in the context of care and growth leadership, and how to cultivate courage in self at work.

## 5. DEALING WITH AND LEADING CHANGE

The key distinction between first and second line managers is the nature of their role. First Line Managers are “improvers” while second line managers are “innovators”. The job of Second Line Managers in essence is to lead change – to transform their part of the organisation so that it is significantly better than before.

**In this module, leaders are given the tools to lead change in their area. Specifically, they learn how to apply the change equation, namely: A (dissatisfaction with the status quo) + B (shared vision of a preferred future) + C (steps to get there) = or > than D (the cost of change) to bring about changes in their area. They learn both what is required to bring about change and how to do so.**

## 6. GROWING BY GROWING OTHERS

Growth or maturation of a human being is the process of maturation of intent from being here to get to being here to give unconditionally. For leaders to change their intent to consistently act with generosity and courage, the intention to give needs to be built into the interactions which take place on an ongoing basis between themselves and those who report to them. When leaders give appropriately in their interactions with their people, the effect of this is transformative for the relationships they have with their people, for the organisation and ultimately for themselves.

**In this module, leaders are given a methodology for determining and transforming their own intent in their relationships with each of their direct reports. Specifically, they define what they should be giving unconditionally to each of the people who report to them. They are in a position to act on their insights post the module.**

## 7. DESIGNING ENABLING STRUCTURES

The way that work is organised and designed can either enable or disable employee contribution. An important responsibility for the senior leadership of an organisation, therefore, is the provision of an enabling organisational structure – one which cultivates accountability and “headroom” for individual growth and development.

**In this module, leaders are given an understanding of a set of organisational design principles aligned to the Legitimate Leadership framework. They review the health of the current organisational structure against these principles. They then follow a seven-step process for designing an organisational structure/organising work in their organisation that promotes the practice of caring for and growing people.**

## 9. MAKING STRATEGY WORK

Many organisations have excellent strategies, but implementing these strategies in the day-to-day is far easier said than done. Strategy is certainly necessary in today’s organisations – having a benevolent purpose and a sense of what is required to deliver against this purpose are both critical elements of success. However, having a sense of what is required, and actually doing what is required, as a collective, are very different things.

**In this module, leaders start by considering the importance of developing a focus on excellence in the organisation. Leaders explore the relationship between values, behavioural standards and performance standards, and how effective implementation of strategy is dependent on all three. Lastly, participants identify specific critical success factors which will inform the successful realisation of strategic goals, and make personal commitments towards enabling these in the organisation.**