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ACADEMIC SUCCESS STORY

The Leadership Challenge®
A Development Framework for Workplace Leadership and Change.

A strong foundation that supports other methodologies

'business en motion' moves businesses and leaders ahead through change

Company Name
business en motion

Type of Company
Professional Services

Address
Australasia and Middle East

THE SITUATION

School Principals, Deputy Principals and Department Heads within the Queensland Education Department face a future of ambiguity with ever-changing roles and responsibilities. Their 'customers', the children and parents, desire collaborative and connected learning spaces and support communities which enable future productive societies. How will school leaders meet that challenge?

KEY RESULTS

100% of participants increased the frequency of chosen behaviours on the LPI360+

4.6/5.0 is the overall Program Rating, described as Life and Leadership Changing

Social Responsibility and Empathy scored above average on the EQ-I Results by the end of the program

BACKGROUND

Debbie Nicol, MD 'business en motion' contributed to the PiM (The Project is Me) project, designed and developed by Mr Brett Shackleton and Ms Deb Cox, Principals in the Queensland Education Department. The project aimed to bring greater self-awareness as a basis for leadership styles that serve changing futures.

Table of Contents

Segment	Page
01 Context	3
02 Challenge Addressed	3
03 Key Resource	4
04 Additional Supporting Resources	5
05 Scope of PiM (The Project is Me)	8
06 Real Results	9
07 The Leadership Challenge®: Framework's Impact	18
08 Conclusion	21
About the Author	22

The Leadership Challenge®
A Development Framework for Workplace Leadership and Change Initiatives

The Leadership Challenge® - A strong foundation to support other methodologies.

01 Context

Debbie Nicol, Managing Director of 'business en motion', a Certified Master of The Leadership Challenge® and a Certified Coach of its associated LPI®:Leadership Practices Inventory® excels at designing and developing organizational initiatives which aim to transform and evolve organizations, businesses and leaders beyond a current ineffective or inefficient reality which no longer serves desired outcomes for a changing world. With behavioural change being an essential component for any such success, Debbie finds success by placing The Leadership Challenge® and its 5 Practices of Exemplary Leadership® at the core of most projects. Yet, at times, Debbie also observes organizations surround The Leadership Challenge® (in its current and whole form) with additional methodologies to reinforce and realize its message.

Debbie is currently partnering with two Queensland School Principals, Mr Brett Shackleton, Principal of Ferny Grove State School and Ms Deb Cox, Principal of Nundah State School from the Metropolitan Region of the Queensland Department of Education. Brett and Deb are spearheading a transformation project for Principals, Deputy Principals and Department Heads which has The Leadership Challenge® as the project's foundational framework, along with three additional techniques.

This document intends to share their success story, while also demonstrating how The Leadership Challenge® **can act as a framework onto which complementing methodologies can hang.**

02 Challenge Addressed

School Principals are key to setting the tone of school environments for all stakeholders. Historically and traditionally, they have held positions of authority, resulting at times in an 'entitled respect' at the base of their leadership.

Times are a'changing, and stakeholders look to Principals for leadership of both collaborative learning spaces and support communities, which provide great opportunity to children, parents and teachers alike. Support and genuine followership from all parties is possible, yet will only occur, and sustain, if earned. Principals have great opportunity to build connected and localized partnerships which enable future societies that serve. Is this the modus operandi of today?

To lead others, however, while contributing to credible and intentional learning communities, Principals need to lead themselves first, and Brett and Deb's project, The Project is Me (PiM) aims to provide a foundation for Principals, Deputy Principals and Department Heads to explore who they are. This aims to bring countless benefits, as all stakeholders becoming more willing to collaborate with a partner they fully know and appreciate, thereby also having positive knock-on effects on the community's capability and collaborative tone.

Leadership is not easy! It's much easier to follow a pre-determined path than to blaze new trails. It's much quicker to command compliance than inspire others to commit. It is often easier to accept the status quo than to take the risk of challenging it. Brett and Deb set about to equip leaders of schools to start the change process, beginning with themselves, while also creating a level of excitement to meet today's challenges for tomorrow's society.

03 Key Resource

Brett Shackleton and Deb Cox chose to create an initiative with The Leadership Challenge® at its core. Multiple reasons existed: a. some years back, The Leadership Challenge® had been introduced as a stand-alone workshop yet sustained only for a few short years due to limited real world use. Both Brett and Deb had connected with the methodology seeing its virtues, and decided to embed it into a 'real, current and pressing need', while also b. boost it with further methodologies which had emerged over the years through their own experience of The Department of Education's Professional Development.

The Leadership Challenge® is the work of Jim Kouzes and Barry Posner who, as co-authors of the book with the same name, continue to devote their ongoing 35-year careers to helping people contribute as leaders at all levels. The result of their work is a leadership methodology which consists of 5 Leadership Practices and 30 Leadership Behaviours that lead people to their potential, in the eyes of those around them. Research shows that this behaviour earns credibility in a leader and subsequent and willing followership; after all, you are only a leader if others think you are.

In addition to the methodology, a 360-degree psychometric instrument exists called the LPI360 (LPI®:Leadership Practices Inventory®). This development tool provides insights into how others see a leader behave, and leaves room for a follow-up exploratory conversation to understand more about the what. The desired outcome is a 12-18 month Action Plan to increase the frequency of specifically chosen behaviours and a subsequent 2nd assessment. This follows PiM's philosophy of What? What now? What next?

The premise of Jim and Barry's research findings is simple: the more often one applies the 30 behaviours, the more effective the leadership will be in the eyes of those around them.

The Leadership Challenge® transforms values into action, visions into reality, obstacles into opportunity, separateness into solidarity and risk into reward, ultimately equipping leaders to earn the right for willing followership. Perhaps that explains why a sampling of today's Principals,

Deputy Principals and Department Heads have had great success with their transformation, driven around the core of The Leadership Challenge®.

- So how does The Leadership Challenge® framework guide and inform Principals, Deputy Principals and Department Heads looking to open the way to a future of hope and service for children's changing worlds?
- What exists in The Leadership Challenge® Framework that also acts as a foundation and sets up other complementing methodologies for maximized input?

04 Additional Supporting Resources

In this particular initiative, Brett Shackleton and Deb Cox surrounded The Leadership Challenge® with three additional methodologies, given that each supports and reinforces the practices and behaviours of The Leadership Challenge®. In effect, they built a multi-layered model that sends similar messaging on each level.

Firstly, I will provide an introduction to the resources and techniques and then evidence their connection to The Leadership Challenge®. The chosen additional resources over and above The Leadership Challenge® included:

a. William Glasser's Choice Theory

What is Choice Theory? Developed by psychiatrist William Glasser, Choice Theory states intrinsic motivation is fueled by a never-ending quest to satisfy the following 5 basic needs:

- to love and belong
- to be powerful
- to be free
- to have fun and
- to survive

Glasser indicates these criteria represent our 'nature' and basic needs, yet a choice exists to extend ourselves into 'nurture', allowing us to develop as we live our lives and interact with others. When building a 'quality world' that includes people, activities, values, and beliefs that are most important to us as individuals, we recognize and support sharedness and community that will strive together.

b. Emotional Intelligence, and the EQ-i Model

Emotional intelligence shows an ability to be aware of the responses of the self, and to that which is surrounding us. Constant work with our EQ levels allows us to move from unintended or unwanted impact to improved relationships and teamwork, resolved or dispersed conflict, solved problems, effective leadership and a level of resilience that serves positively.

c. Peer Coaching

Peer coaching provides great opportunity for further leadership learning, in the face of positional power being questioned and organizations flattening out. It acts as a vehicle for deep learning, sharing and collaboration between peers, ridding the workplace of interdepartmental rivalries and rigid hierarchical impact. By using this technique, team members at many different levels will be better prepared to actively develop strong relationships with their colleagues and support the team's collective pursuit of the organization's larger goals, while tapping into the magic of collective wisdom.

The questioning framework for Peer Coaching is based on the Choice Theory model of the brain and psychology, to help people identify their goals, effectiveness of current behaviours and new plans:

- Want – What do I want? Really want?
- Do – What am I doing to get what I want?
- Evaluate – is what I am doing working?
- Opt for Options – What else could I do?
- Plan – What is my SMARTEST plan going forward?

So much overlap existed between the foundational methodology of The Leadership Challenge® and the additional resources, as documented here.

- **William Glasser's Choice Theory**

  This supports one specific and all-encompassing 'fundamental' in The Leadership Challenge® ie 'leadership is a choice'. We can choose to treat others with dignity and respect – or not. We can choose to take the first step into the unknown – or not. We can choose to inspire others – or not. The choices we take will either foster or hinder 'trust', a mainstay and 'red thread' that connects and grows through all of the '5 Practices of Exemplary Leadership'.

  Both models embrace the idea that we can control our own choices, and attempts to influence others while others observe our choices. This therefore helps to strengthen meaningful relationships and 'sharedness'.

- **Emotional Intelligence**

  Emotional Intelligence (EQ) is at the core of much of the 5 Practices of Exemplary Leadership®.

  Model The Way shows clarity of our own voice and understanding for that of others around us; additionally, not just saying it but doing it as well. Are we speaking and living in a world of respect for difference and gratitude for overlap? Finding our own voice will depend on self-regard and self-awareness, and invites a leader to discover commonality between all people's values will also require a

social consciousness. Curiosity commences here and continues throughout the 5 Practices.

Inspire A Shared Vision works with further influence, allowing the purpose you wish to serve to shine through a dedicated dream. The EQ parameter of Self Actualization may have impact here.

Challenge the Process is where change starts to become evident in a quest for that dream. This will undoubtedly meet with 'emotional expression' and vulnerability, as leaders stretch into unchartered territories and the arena of innovation; this will surely test internal and external responses to problems and the unknown. Interpersonal relationships and empathy will need to exist for small wins to be recognized, learnings to be absorbed; no successful leader will ever journey alone.

Enable Others to Act is where we build others up with a degree of confidence, competence and collaborative approaches as they head to unknown futures. This is where we have an opportunity to be in touch with our words and actions, speaking in a way that others love to listen to you and listening in a way that others love to speak to you. Impulse control is another EQ attribute here that will ensure we do not disable the action of others with 'off the cuff' reactions.

Encourage the Heart is where the recognition that leadership too needs encouragement, just like water is necessary for a marathon runner. A leader not only sees great results in individuals and teams, but also acknowledges them. For this to happen, EQ attributes of a social consciousness and optimism contribute well.

- **Peer Coaching**

  This technique's purpose of learning from and appreciating others, while gaining clarity of understanding is paramount. It validates a world outside of ourselves yet connected with and to ourselves. It supports the thinking that at every moment, followers are watching to see if you and your dream deserve their followership, their time and their efforts. Peer coaching brings the possibility of more internal comradrie and more conviction to team actions and support. Afterall, you are only a leader if *others* think you are.

Needless to say, there is much integration of these three additional techniques and methodologies that artfully and seamlessly reinforce the research of, and philosophies within The Leadership Challenge®.

05 Scope of PiM (The Project is Me)

- **History**
    a. Prior and recent leadership program attempts had limited scope and were either 'done to' people or focused on school improvement, rather than the development of the self as a leader.
    b. The Leadership Challenge® Workshop was previously positioned as a 'stand-alone' learning experience, with little ongoing backing; needless to say, it lost momentum with no application into real-time challenges.
    c. Brett and Deb initiated 'The Project is Me' (PiM) in response to perceived needs in their own schools and it soon gained interest from other colleagues, becoming recognized by the Region.

- **Invitations**

All involvement was on a voluntary basis for the first 35 participants (the trial group).

- **Design**

Multi-mode elements included over the 18 month period:

a. Contextualization of Leadership, its meaning and contributions through the lens of 4 methodologies
b. First Assessments to gain a helicopter view of individual realities, in comparison to the context
c. Individual and Group goals set
d. Deeper Knowledge Sessions of the incorporated methodologies
e. Team-based day
f. Peer Groups for Collaborative Sharing and Peer Coaching
g. Final Assessments (the 'after' of 'before and after')
h. Recognition and Rewards; report on this first trial to 'campaign' for ongoing commitment of time and resources to ongoing iterations.

- **Roll out**
    - The first 18month program is now complete, with measured success. Only 4 of the original 39 participants did not complete, all for genuine reasons.
    - An additional group of 5 have been chosen to become Trained Facilitators of The Leadership Challenge® and assist subsequent program facilitation.
    - The 2nd iteration as of October 2021 will be underway, kicking off with 38 registrations.

- **Consolidation**

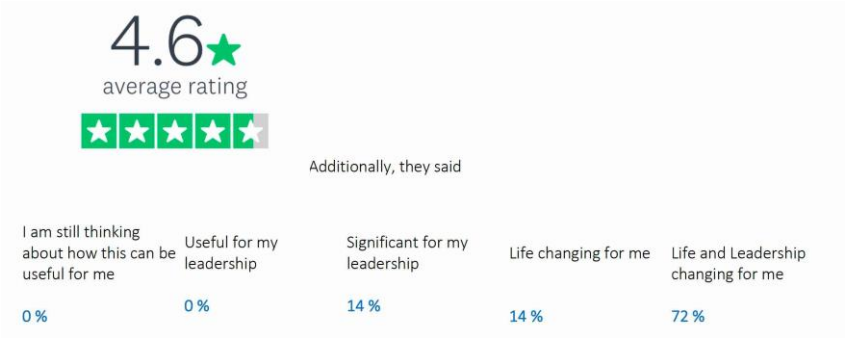
Key Success Factors of this program's results can be attributed to:

a. Each individual saw relevant and positive progress in their self-awareness.
b. Each individual started the journey of impact on others (in relation to the state of the school).

c. Each individual came to trust significant measurement tools as a source of information and inspiration, and as a springboard for action.
d. Each individual witnessed first-hand the importance of increasing frequency of action for change to occur.
e. Most individuals realized that 'we are not alone' on this journey, and others around are willing to be part of the same journey, in a respectful way, once you yourself open into that.

- **Results in a nut shell**

This was a life-changing experience for most.



- **Continuation**

Leadership is an ongoing process. The Leadership Challenge® participants create their own action plan, a set of actions that aims to drive an increase in frequency of chosen behaviours. Given the relationships that have commenced in the PiM project, it is anticipated that peer coaching / coaching conversations would be welcomed as ongoing. The partner alumni is also reinforcing this.

06 Real Results

The research of Jim Kouzes and Barry Posner clearly demonstrates that leadership behaviours are learnable, teachable and measurable. In addition, it also shows that the more frequently any of the 30 leadership behaviours is demonstrated and observed, the more effective the leadership is deemed to be, in the eyes of the followers.

The key aim of the PiM project was to increase 'self-awareness'. With this in mind, real results were noted through the central instrument of The Leadership Challenge® that being the LPI®:Leadership Practices Inventory®, specifically:

- The Leadership BehaviourRanking Page
- The Group Percentile Ranking Page
- The Open Feedback Page

- *Leadership Behaviour Ranking on the LPI360+ instrument*
    a. Each and every LPI profile (in particular the Leadership Behaviour Ranking results) showed marked increase in frequencies on all *chosen* leadership ehaviours, for all 30 participants, over the 14 months from Assessment 1 to Assessment 2.

    b. The one behaviour that excelled in its increase in frequency was Behavioural Statement #26 from Model The Way: *Is clear about his/her philosophy of leadership,* topping the charts with a Group average increase of .7 of 1 (self score; from 7.7 to 8.4 moving from the ranking of 'fairly often' [the baseline for first time LPI's] to 'usually'), and .2 of 1 (in the eyes of others) jumping up 5 places on the Leadership Behaviour Ranking. This is great news as not only has self awareness grown, yet provides more opportunity for others to witness this change, given the research states that 'those that rate their leaders in the top 20 percent on being clear about their leadership philosophy evaluate these leaders as nearly 140 percent more effective than those leaders rated by their direct reports in the bottom 20 percent on this critical leadership behaviour.

    c. Behavioural Statement #16 from Model The Way: *Asks for feedback on how his/her actions affect other people's performance*. The one behaviour that globally rates lowest in frequency, this behaviour showed marked increase for the group average. It moved from 7.5 to 7.7 in the eyes of followers (still room for more movement there), and through the eyes of self, it moved from 5.9 to 7.2 – a significant jump in self awareness. It was also noted in final program feedback from direct report of participants that they had noted much more self-awareness of their leaders with interest in discovering more about their impact on the results of others. This complements the overall aim of the program.

(Refer next 2 graphics)

What showed minimal shift in the Group's Leadership Behaviour Ranking were behaviours on the Practice level of Inspire a Shared Vision. Given that this program had multiple aims, with the initial being focused on a raised level of self-awareness, results tapped into that well. Self-awareness should facilitate more partnership perspectives leading to more collaborative learning communities and betterment for future society, therefore the results opened up further opportunity for a 2nd level of the program, with an emphasis on Visions, their origins, their purpose and the importance of enabling others alongside a vision, and not just competence and confidence. A consequence of enabling without connecting that valuable work to a vision is people will feel empowered yet with no understanding of the reasons why, possibly decreasing engagement. Once Visions were carrying similar prioritization of frequency, this could also increase the need to be different in approaches by challenging to find new ways.

LPI 360
LEADERSHIP PRACTICES INVENTORY

LEADERSHIP BEHAVIOUR RANKING

MOST FREQUENT		PRACTICE	SELF	AVG +/-	M +/-
14.	Treats people with dignity and respect	Enable	9.6	9.6	9.7
4.	Develops cooperative relationships among the people he/she works with	Enable	9.1	9.2	9.2
1.	Sets a personal example of what he/she expects of others	Model	9.0	9.1	9.1
11.	Follows through on promises and commitments he/she makes	Model	8.8	9.0	9.1
27.	Speaks with genuine conviction about the higher meaning and purpose of our work	Inspire	8.2	9.0	8.4
9.	Actively listens to diverse points of view	Enable	8.3	8.8	8.6
5.	Praises people for a job well done	Encourage	8.1	8.8	8.7
21.	Builds consensus around a common set of values for running our organization	Model	8.0	8.8	8.6
29.	Ensures that people grow in their jobs by learning new skills and developing themselves	Enable	8.0	8.8	8.4
22.	Paints the "big picture" of what we aspire to accomplish	Inspire	7.8	8.8	8.0
6.	Makes certain that people adhere to the principles and standards that have been agreed upon	Model	7.7	8.8	8.8
13.	Actively searches for innovative ways to improve what we do	Challenge	8.1	8.7	8.3
28.	Takes initiative in anticipating and responding to change	Challenge	7.8	8.7	8.4
19.	Involves people in the decisions that directly impact their job performance	Enable	8.1	8.6	8.5
3.	Seeks out challenging opportunities that test his/her own skills and abilities	Challenge	7.9	8.6	8.5
24.	Gives people a great deal of freedom and choice in deciding how to do their work	Enable	7.8	8.6	7.8
30.	Gets personally involved in recognizing people and celebrating accomplishments	Encourage	7.4	8.6	8.6
10.	Makes it a point to let people know about his/her confidence in their abilities	Encourage	7.8	8.5	8.1
26.	Is clear about his/her philosophy of leadership	Model	7.7	8.5	7.7
15.	Makes sure that people are creatively recognized for their contributions to the success of our projects	Encourage	7.4	8.5	8.6
2.	Talks about future trends that will influence how our work gets done	Inspire	7.7	8.4	7.9
8.	Challenges people to try out new and innovative ways to do their work	Challenge	7.3	8.4	8.2
12.	Appeals to others to share dream of the future	Inspire	7.3	8.4	7.8
18.	Asks "What can we learn?" when things don't go as expected	Challenge	7.0	8.4	7.8
23.	Identifies measurable milestones that keep projects moving forward	Challenge	6.9	8.4	8.2
25.	Tells stories of encouragement about the good work of others	Encourage	7.2	8.3	8.0
20.	Publicly recognizes people who exemplify commitment to shared values	Encourage	7.1	8.3	8.4
7.	Describes a compelling image of what our future could be like	Inspire	7.1	8.2	7.7
17.	Shows others how their long-term interests can be realized by enlisting in a common vision	Inspire	7.0	8.1	7.8
16.	Asks for feedback on how his/her actions affect other people's performance	Model	5.9	7.5 +	7.8 +

LEAST FREQUENT

Report from the beginning of the program

LPI 360
LEADERSHIP PRACTICES INVENTORY

LEADERSHIP BEHAVIOUR RANKING

MOST FREQUENT

		PRACTICE	SELF	AVG +/-	M +/-
14.	Treats people with dignity and respect	Enable	9.5	9.5	9.6
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1.	Sets a personal example of what he/she expects of others	Model	8.9	9.1	9.0
27.	Speaks with genuine conviction about the higher meaning and purpose of our work	Inspire	8.9	9.1	8.9
9.	Actively listens to diverse points of view	Enable	8.8	8.9	9.1
5.	Praises people for a job well done	Encourage	8.4	8.9	9.0
6.	Makes certain that people adhere to the principles and standards that have been agreed upon	Model	8.4	8.9	9.1
21.	Builds consensus around a common set of values for running our organization	Model	8.6	8.8	8.9
29.	Ensures that people grow in their jobs by learning new skills and developing themselves	Enable	8.4	8.8	8.8
22.	Paints the "big picture" of what we aspire to accomplish	Inspire	8.3	8.8	8.3
28.	Takes initiative in anticipating and responding to change	Challenge	8.3	8.8	8.6
19.	Involves people in the decisions that directly impact their job performance	Enable	8.4	8.7	9.0
26.	Is clear about his/her philosophy of leadership	Model	8.4	8.7	8.4
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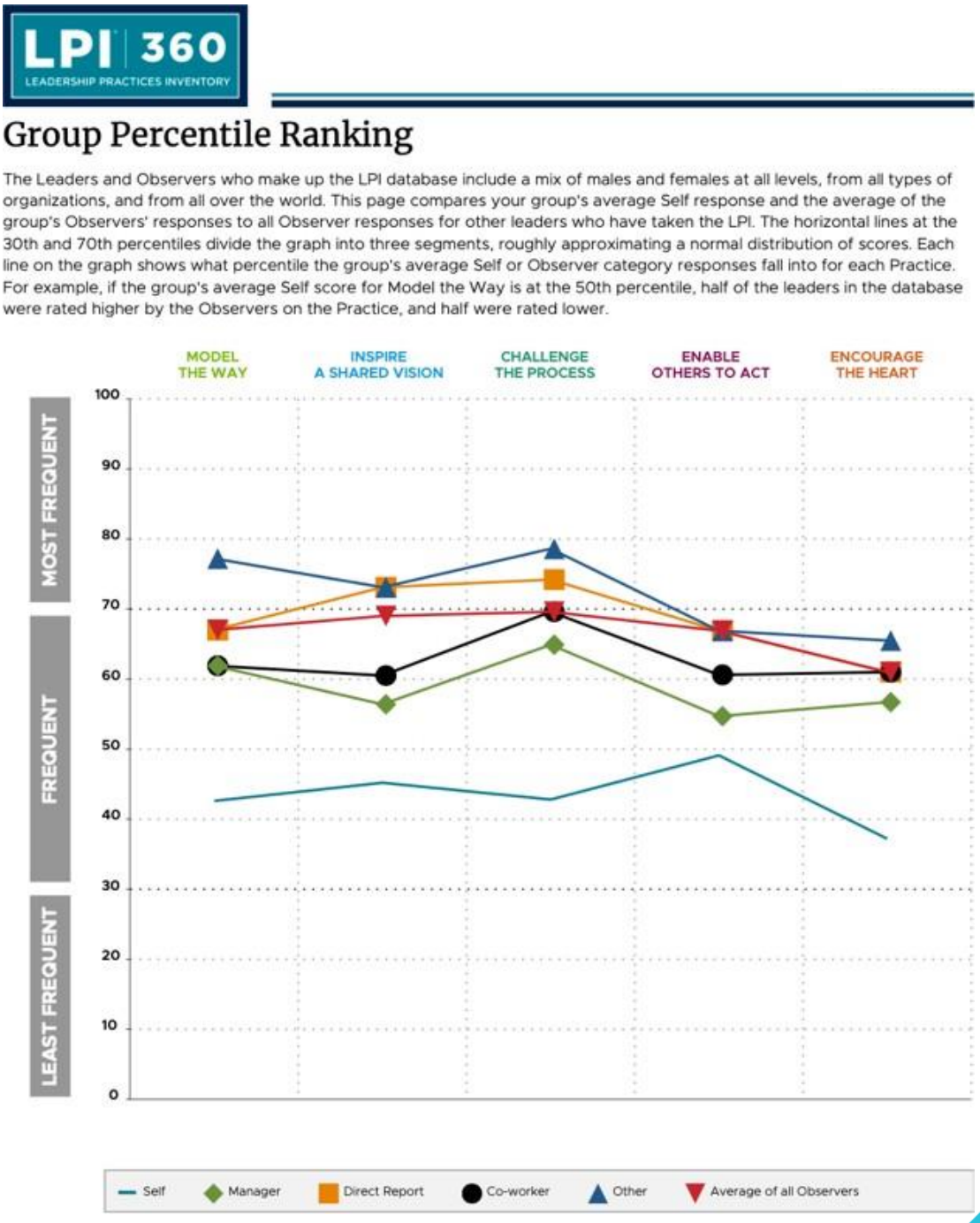
16.	Asks for feedback on how his/her actions affect other people's performance	Model	7.2	7.7	8.2

LEAST FREQUENT

Report from the end of the program

- *Group Percentile Ranking on the Group LPI360+ 1st (BEFORE) and 2nd (AFTER) Reports*
  The Group Percentile Ranking places this Group's ratings against the most recent 2 million in the databank both before and after the program. The results clearly show that the self-ratings' frequencies (reflecting self-awareness as per the key focus of the PiM project) have not only increased markedly but also the spread of frequencies of observers 'tightened' indicating more consistent evidence is displayed across observer groups of these practices (and behaviours) than previously.

  (Refer next 2 graphics)

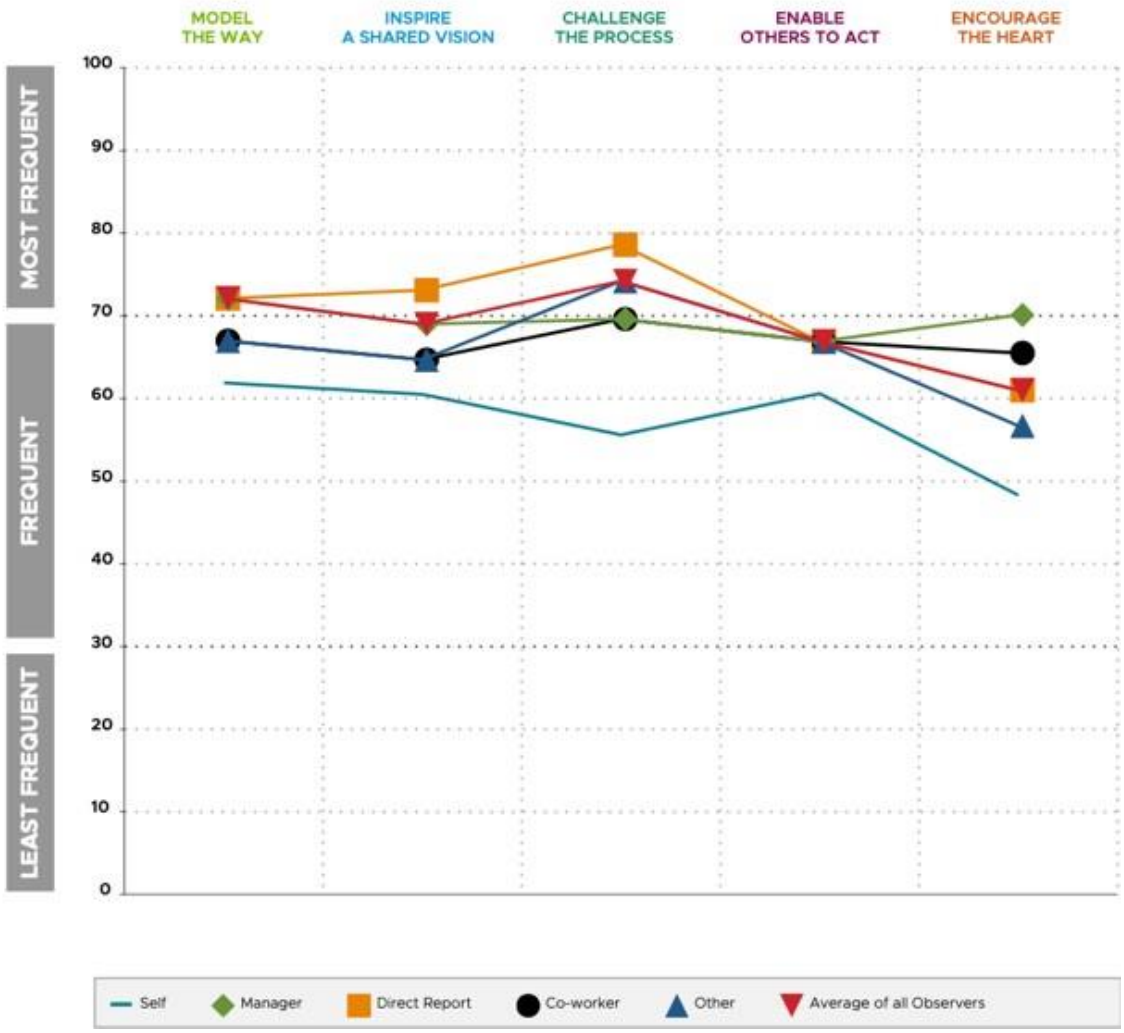


Group Percentile Ranking from the beginning of the program

LPI 360
LEADERSHIP PRACTICES INVENTORY

Group Percentile Ranking

The Leaders and Observers who make up the LPI database include a mix of males and females at all levels, from all types of organizations, and from all over the world. This page compares your group's average Self response and the average of the group's Observers' responses to all Observer responses for other leaders who have taken the LPI. The horizontal lines at the 30th and 70th percentiles divide the graph into three segments, roughly approximating a normal distribution of scores. Each line on the graph shows what percentile the group's average Self or Observer category responses fall into for each Practice. For example, if the group's average Self score for Model the Way is at the 50th percentile, half of the leaders in the database were rated higher by the Observers on the Practice, and half were rated lower.



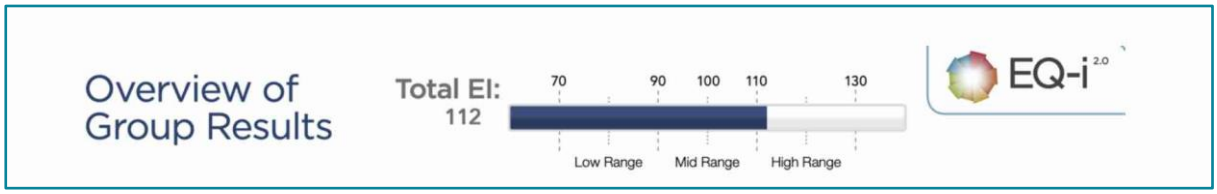
Group Percentile Ranking from the end of the program

- *Open Feedback*
  The LPI360 development instrument also invites feedback into open questions to wrap the report up. One key question was asked to the *direct reports* of the leader participants at the end of the 18 month period. That question was: 'What difference do you see in this leader as a result of this leadership program. From 13 pages of text response, there are 50 keyword phrases which appeared with high frequency.

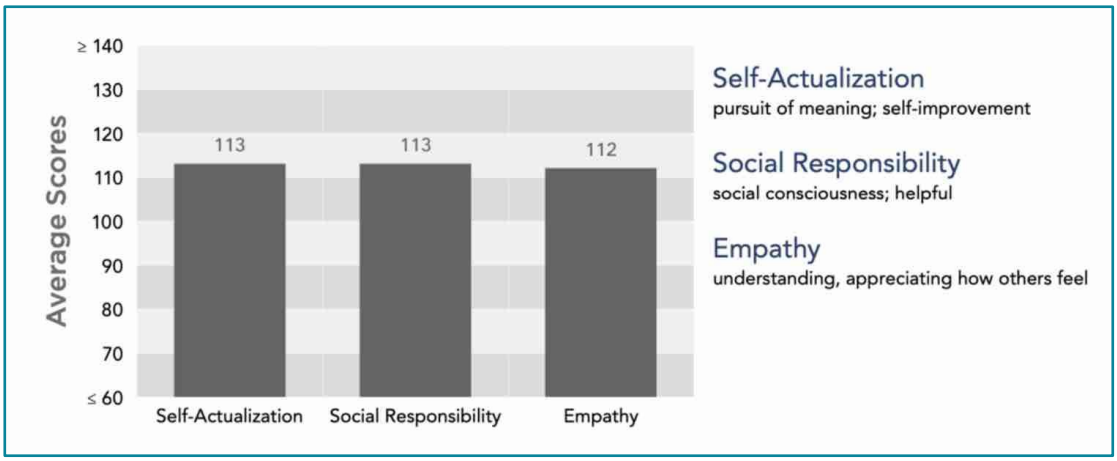
Supporting methodologies to The Leadership Challenge® also contributed to this positive change, and as such, notable results include:

a. For the EQ Measurement

The EQ-i2.0 Group Report provides a lens through which to interpret emotional intelligence results in a time or group setting. Results are summarized below.



The group overall average total EQ score is 112. 90 – 110 is considered an average range, with 115 – 125 being an optimal leadership range. This average represents a very wide range of responses on individual items by individual participant, so any meaning is best made by considering the range of responses on each item.

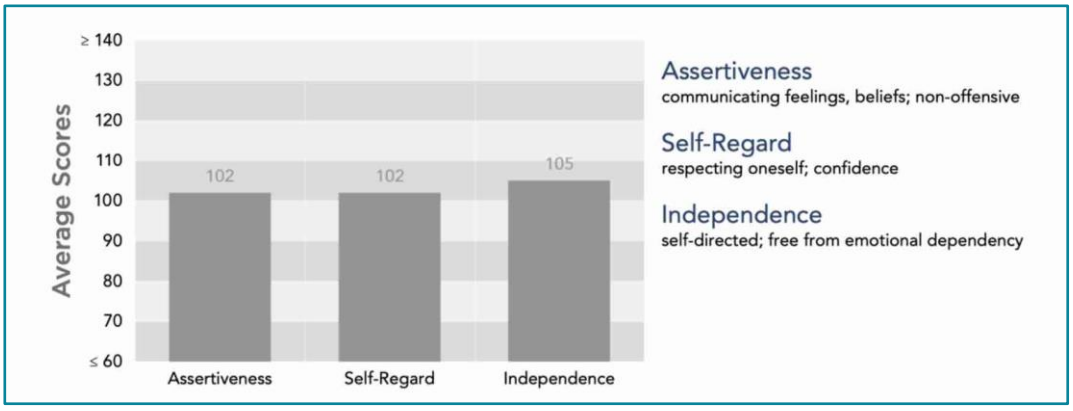


The top three subscales identified are a strong cue to understanding the group. In essence this data shows that the group is:

1. Committed to self-improvement and meaning
2. Connected to the moral purpose of their work and
3. They are working in a way which displays understanding and appreciation of others.

This was also evident in their learning approach, goals, reflections and narratives.

These results overlap with Practices, Behaviours and Fundamentals of The Leadership Challenge® methodology.



The lowest three subscales identified below are also a valuable cue to understanding the group, but they do have the largest ranges of individual responses, so the group participant vary in relation to these. In essence, this data shows that the group is unsure of its:

- Leadership style
- effectiveness and
- value-place

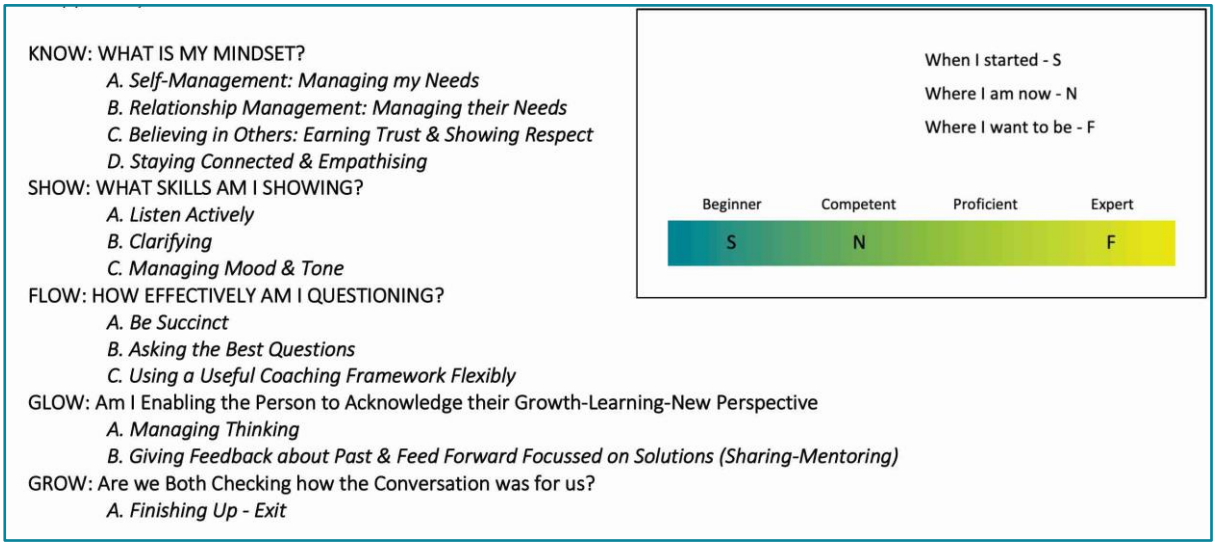
in our system of 'heart-driven relational leaders'

The Practices, Behaviour and Fundamentals of The Leadership Challenge® methodology spotlight the desire by others for assertiveness of a leader, and build a case for self-regard and freedom of constraint of 'the norm' but rather work in line with the needs of the group.

b. *For the Coaching Skills and MicroSkills Measurement*

At the end of the program, PiM participants were all invited to complete a Coaching Skills Self-Diagnostic tool of 62 micro-skills for three purposes:

- To assist their reflections on their growth in key coaching skills
- To honor their growth
- To set goals for future learning and implementation



Results varied greatly for each participant across the 62 micro skills and is best left to make meaning on a personal level. It can be said that on average, for each skill category, participants:

- Initially saw their skills as being in the 'Beginner – Competent' range (1-2 numerical converted score)
- By the end of the program, saw themselves as 'Competent – Proficient' Range (2-3 converted score)

This encouraged them all to set goals to grow into the 'Proficient – Expert' range (3-4 numerical converted score).

Once again, this supports the message of The Leadership Challenge®. By increasing the frequency of behaviours, you increase the competency of leadership. As Barry Posner says: 'If you want to be better at any skill, you need to do it more frequently'. It also aligns to the approach of The Leadership Challenge® with leadership of the self being the precursor of leading others.

c. *For the Choice Theory Measurement*

At this stage, there is no official measurement tool captured for this program. Research is continuing for this purpose.

07 The Leadership Challenge®: Framework's Impact

As stated at the beginning of this paper, The Leadership Challenge® was the chosen framework to 'hang' all other complementing methodologies on. The Leadership Challenge® *has informed and provided a foundation* for other complementing methodologies as seen below, highlighting great synergies between the methodologies.

The evidence-based definition of Leadership, as defined by Kouzes and Posner is: *Leadership is the art of mobilizing others to want to struggle for shared aspirations.* The key elements of this definition have been highlighted not only through the application of The Leadership Challenge® but also supporting methodologies.

Key: 1. The Choice Theory 2. Emotional Intelligence 3. Peer Coaching

The Leadership Challenge® (TLC)	**Complementing Methodologies and Philosophies**	**Questions that TLC poses to any participants, and show overlap with other techniques**
Practice 1 **Model The Way**	1, 2, 3 The Intersection We can only lead others when we can lead ourselves. Part of that choice is the what and who of who we are, and that which we allow into our circle of influence.	*From leader perspective* *Who am I? *What matters most to me and 'us'? *How can our values be translated into actions? *Why would others follow me? *From follower perspective* *How can trust be at the core of what is being said?
Practice 2 **Inspire a Shared Vision**	1, 2, 3 The Intersection People will only consider your new vision if they know, like and trust you, and even then it's not a given that they'll support, unless they see reason/purpose to do so that aligns with their desires. A level of connection can be forged here by recognizing 'sharedness' in values and purpose.	*From leader perspective* *What has a hold of me and won't let me go, because I can see hope for 'betterment' in it? *What is the bridge between what won't let me go and what won't let them go? *How can I speak their language to compel them to jump into the future with me? *From follower perspective* *Where do you wish to take me? *Why should I even be a part of this? *What level of excitement does this future rustle up within me? *Where is there opportunity for me to serve?

Practice 3 **Challenge the Process**	1, 2, 3 The Intersection The future will take new ideas, risks and learning from mistakes, and in recognition that I only know what I only know, others will be a sought-after, welcomed generative source.	*From leader perspective* *What does this new future require that we've not had to 'use' or 'produce' before? *Where do possible means exist? *What will keep people forging new paths? *What innovations are worth the risk, and what impact will the associated learnings have? *How to ensure the impact of the change will not knock the people down? *From follower perspective* *What will I need to do differently? *How will I know if this is the right thing to do? *How will I not be worn out by this change, and refueled regularly?
Practice 4 **Enable Others to Act**	1, 2, 3 The Intersection To act in periods of change, people look for confidence, competence and a collaborative spirit. We can choose to surround ourselves with that spirit, and dedicate to influence levels of competence and confidence with help of those.	*From leader perspective* *How can I help each individual (and myself) to continue even when the going gets tough? *How can I involve others? *From follower perspective* *How far will I progress, once I trust others to work with *What will that mean for me and the team I'm a part of?
Practice 5 **Encourage the Heart**	1, 2, 3 The Intersection Relationships are the most important thing. When we understand and appreciate ourselves and others, we will be open to more 2 way influence and co-learning, support and team cohesion.	*From leader perspective* *How can I encourage, appreciate and praise when I see individual excellence. *How can I be assured that the individual excellence becomes one subset of a whole, to which all belong *What will the ideal community spirit look like? *From follower perspective* *Going forward into an unknown will not be easy. What will help me along the way? What will help others along the way? What will keep us together?
Fundamental 1 Leadership is Everyone's Business	1, 2, 3 The Intersection Importance of developing a culture of personal responsibility	*Does the prospect of communities learning together invite all to be involved? *Who can support the betterment of future societies? *How can I expand the leadership community?

Fundamental 2 Leadership is a Relationship	1, 2, 3 The Intersection Relationships are the most important thing in how we influence others to grow, improve and willingly follow	*How can we make the invisible visible so the space between the parties involved be as understood as possible, allowing a mutual co-creation of the future? *What will I choose to seek in future relationships?
Fundamental 3 Leadership Development is Self-Development	1, 2, 3 The Intersection We need to understand ourselves first, and learn how to leverage our strengths and grow our opportunities.	*What will bring a leader 'growth value' through this project? *How can I seek ongoing self development?
Fundamental 4 The best leaders are the best learners	1, 2, 3 The Intersection Commitment to ongoing learning in theory and practice, and sharing learning with others	*What takeaways exist from progress? *How can that be impetus for greater leadership impact?
Fundamental 5 Leadership development is an ongoing process	1, 2, 3 The Intersection We are never 'complete' as a leader, and always have more to learn.	*What will be a sign of 'progress' that our desired outcome is nearing? *How can others impact this ongoing process?
Fundamental 6 Leadership development takes deliberate practice	1, 2, 3 The Intersection Embracing new ways of thinking and being, and the skills to coach are intentional and focused.	*If leadership is not 'one and done', what's the next thing I need to explore and apply, in order to progress? *How could my partners and peers impact this?
Fundamental 7 Leadership is a choice	1, 2, 3 The Intersection We choose to lead in how we behave, regardless of title.	*How will success be a consolidation of all choices? *Will I choose to incorporate this beyond the immediate program aim (self – awareness) into the higher level future aim?
Fundamental 8 Leaders make a difference.	1, 2, 3 The Intersection Recognizing leadership in self and others; and embracing the influence one can have.	*What's the level of difference this project aims to make? *How will I allow awareness of self and others to color this difference?

08 Conclusion

It has been previously demonstrated, through both the research and practical application of Jim Kouzes and Barry Posner's 35 years of work, that The Leadership Challenge® methodology adds great value to any and all organization-based behavioural change leadership initiative as a stand-alone methodology. The validity and reliability of its central instrument, the LPI®:Leadership Practices Inventory® is unquestioned and now is the globe's most in-demand leadership psychometric tool.

This project also confirms that other methodologies can co-exist with, complement and support The Leadership Challenge® methodology within Organization Development (OD) projects. It is noteworthy however, that The Leadership Challenge® should be kept in its current and whole format, as it represents a leadership system in its current form ie one methodology, and not to be and not used 'in part'. Over the years, whilst the content of leadership has not changed, the context has, with this impacting on the 5 Practices. Taking them apart will not serve the true and full meaning of leadership.

An awareness of self and others, whilst imperative to have, will not take leaders to creating new paths. Choice alone without direction and innovation will not serve long-term progression in a changing world. Coaching without application will not change the face of public education alone. All three complementing methodologies have served well as additional and 'broadening' techniques for the PiM project, yet on the flip side, all three have also benefitted themselves from the symbiotic relationship of the robust model of 'The 5 Practices of Exemplary Leadership' and The Leadership Challenge® leadership methodology. Similarly, another project we are currently running demonstrates how to nourish a symbiotic relationship between The Leadership Challenge® and ORSC (Organizational Relationship Systems Coaching – a courageous way to face today's change). Always create any OD or Change projects on strong foundations to maximize results first and foremost, adding aligned and supporting mechanisms to deepen the learning where possible.

Lastly and no less importantly, it is vital that I end with a heartfelt 'thank you' to Brett Shackleton and Deb Cox for allowing me to partner on this/their project; there is no doubt in my mind of the connection between Brett and Deb and the success of this initiative. True leaders are driven by something grabbing them and not letting go; a changing future, one that serves all better, is calling right now. Brett and Deb both know their voices and that of others, have clarity on a future that shines the light on greater opportunity and are leading others to join them for a journey of a lifetime. This project is one huge example of the success I've come to expect of Brett and Deb well into the years to come. In the words of Emma Horn, ex VP of Sunglass Hut, the role of a leader is to grow more leaders.

Kudos Brett and Deb for doing just that.

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ABOUT THE AUTHOR

Debbie Nicol is an Australian business executive, operating 'business en motion' across Australasia and into the Middle East. Her penchant for Organization Development initiatives grew stronger with every disconnection she experienced in the corporate world. With structured, process-driven initiatives addressing this issue, she was able to reconnect leaders to themselves, the Board, the team members, customers and the external environment. Debbie believes in the power of systems, while moving organizations and leaders ahead, through change.

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'business en motion' moves businesses and leaders ahead through change. It serves leadership, change and strategy needs of organizations across Australasia and into the Arabian Gulf through the services of training, coaching and solutions. Organization Development (OD) Initiatives support the latter, and represent true excellence in the portfolio of services.

'It is so easy to work with 'business en motion'. They have a knack to lead us to change with very little to worry about.'

All OD initiatives bring together opportunity for the USP's of 'business en motion' to shine. We craft customized models that 'fit' the organization's uniqueness. We use current capability with 'stretch' as the mantra. We always start with the end in mind and we achieve real and lasting results – because we build ourselves out, gradually transferring ownership as we gently weave in-house capability into the core of the initiative.

CONTACT

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