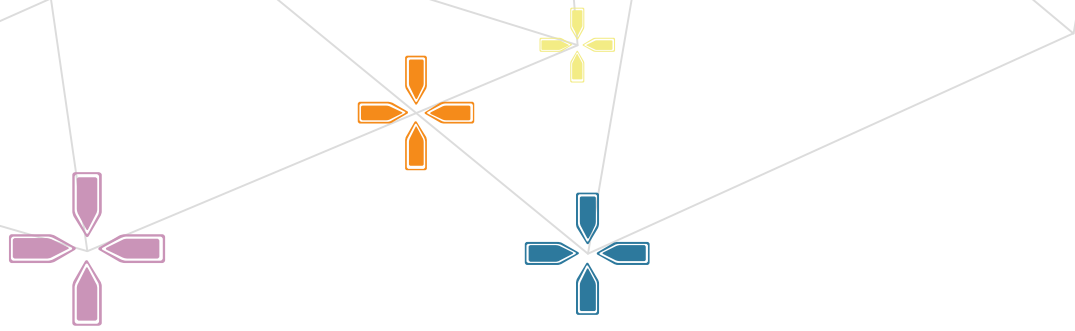




Discussion paper:

- A unifying leadership development pathway



“Leadership remains the biggest challenge of all for 2013 and beyond.”

World Economic Forum Global Agenda Outlook 2013

L.E.A.P.

Leadership Enlightenment & Actualisation Pathway creates a platform to answer this challenge!

Mindset Matters Group, March 2014



An evidence-based approach offers a solution

Evidence-based research suggests that successfully addressing many leadership and organisational challenges is possible. Vertical Learning, Conscious Leadership and Personal Mastery are approaches helping to develop capable, flexible and ethical leaders. We call this combination of approaches the *Leadership Enlightenment and Actualisation Pathway* (LEAP).

Vertical Learning

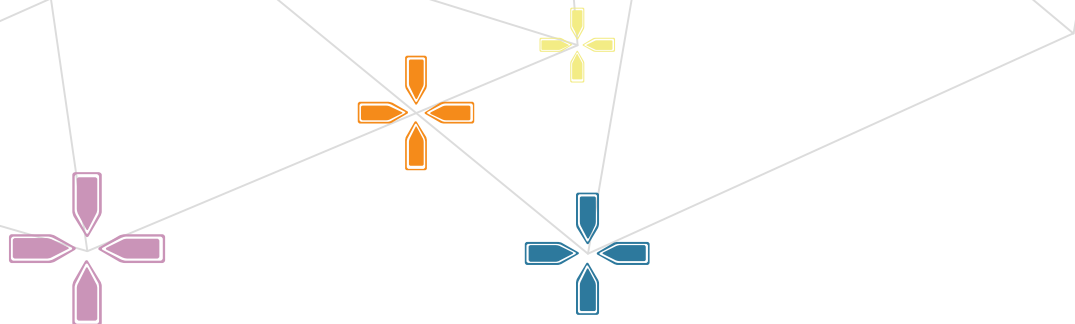
- The transformation of how leaders think, feel and understand the world
- The development of mental agility, action-logic and emotional intelligence
- Essential for problem solving, building relationships and navigating ambiguity.

Conscious Leadership

- Conscious Leaders are driven by service to the organisation's values and mission
- A focus on leadership through developing and inspiring staff
- It is characterised by trust, collaboration with stakeholders, ethics and integrity.

Personal Mastery

- A discipline of continually clarifying and deepening personal vision, of focusing energies, of developing patience, and of seeing reality objectively
- Fosters a future creating, rather than a problem reactive, mindset.



Vertical Learning

Vertical Learning is the missing piece of leadership development. It is the key to developing high-performing leaders. It occurs naturally, and can also be accelerated under the right conditions. Increasing numbers of leaders and researchers have found that *how we know*, is at least if not more important than *what we know*.

Vertical Learning and the eight transformations of leadership⁽¹⁾:

The focus of Vertical Learning is mindset transformation and develops leaders ability to:

- Think strategically, systemically, collaboratively and contextually
- Lead change innovatively, inspire others and build relationships
- Reframe challenges, resolve conflicts and tolerate ambiguity.

Vertical Learning:

- Researched by Keagan; Torbert; Cook-Greuter; and others.

Action-logic level / Title / Description
8 / Ironic / Very comfortable with uncertainty
7 / Alchemical / Good at leading complex transformation
6 / Transforming / Cultivates shifts in values & principles
5 / Redefining / Actively considers views of others
4 / Achiever / Well suited to managerial roles, pragmatic
3 / Expert / Often good as individual contributor
2 / Diplomat / Brings people together but reactive
1 / Opportunist / Focus on immediate and personal needs



Conscious Leadership

Conscious Leadership is a way of thinking and acting ethically. It drives success in complex, changing and demanding operating environments. Conscious leaders think strategically, collaborate more and redefine challenges so as to create opportunities. It has a strong empirical foundation and established pathways for development.

The four key areas of focus for Conscious Leaders are:

1. Deep connections & meaning
2. Conscious, courageous action
3. Conscious vision and outlook
4. Self-transformation and growth.

Conscious Leadership:

- Builds on work of Senge; & Keagan
- Is empirically supported by research by Collins; Mackey and Sisodia; and Brown.

There is an established pathway for development of Conscious Leaders⁽¹⁾:

Action-logic level	Leadership level	Population breakdown
6 - 8	Highly Conscious	< 6% of leaders
5	Collins Level 5 leaders	10% of leaders
1 - 4	Conventional leaders	85% of leaders



Personal Mastery

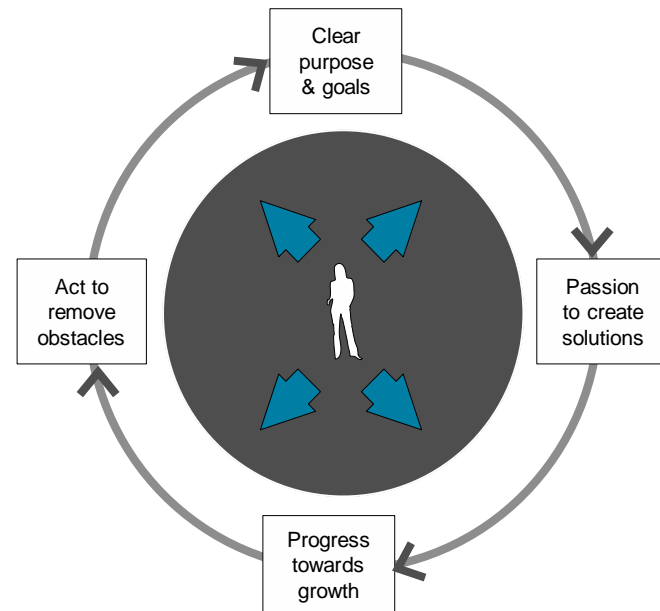
Personal Mastery is characterised by a deeply felt commitment to growth and on-going development. Leaders who practice it are more able to constructively adapt, maintain motivation and resilience and innovatively manage modern organisational complexities. It is supported by a research-driven evidence-base.

The key focus areas of personal Mastery include:

- Cultivating a 'curious' mindset
- Shifting mindsets and behaviours from 'problems' to 'opportunities'
- Increased success by developing self-confidence and self-efficacy.

Personal Mastery:

- Originally identified by Peter Senge in The Fifth Discipline
- Built upon by others including: The Leadership Circle; & Berry & West.



Personal Mastery creates a virtuous circle of personal and organisational success



Benefits of an integrated LEAP approach

Delivery of efficiencies and performance

Organisational effectiveness:

Good leaders create 3x more economic value, and extraordinary leaders create significantly more value than all the rest. (Zenger & Folkman's study of 30,000 leaders)

Increased performance:

- High-performers deliver 48% improved performance over average performers in highly complex jobs. (Hunter, Schmidt & Judiesch's research across 59,000 jobs).

Increased leadership capabilities and well-being

Developing leadership capabilities:

- Better relationships; manage conflict; embrace responsibility; and develop others.

Improved well-being:

- Research suggests that Action-logic programs have a significant positive impact on well-being and resilience, that results in increased performance⁽¹⁾.

Cascading employee engagement

Improved leadership ability and consciousness will have a positive and demonstrable impact on subordinate engagement:

- Research suggests that staff engagement can be improved through more capable leadership⁽²⁾.
- Research suggests engaged staff lead to increased organisational performance of 30 – 120%.

Appendix A: L.E.A.P

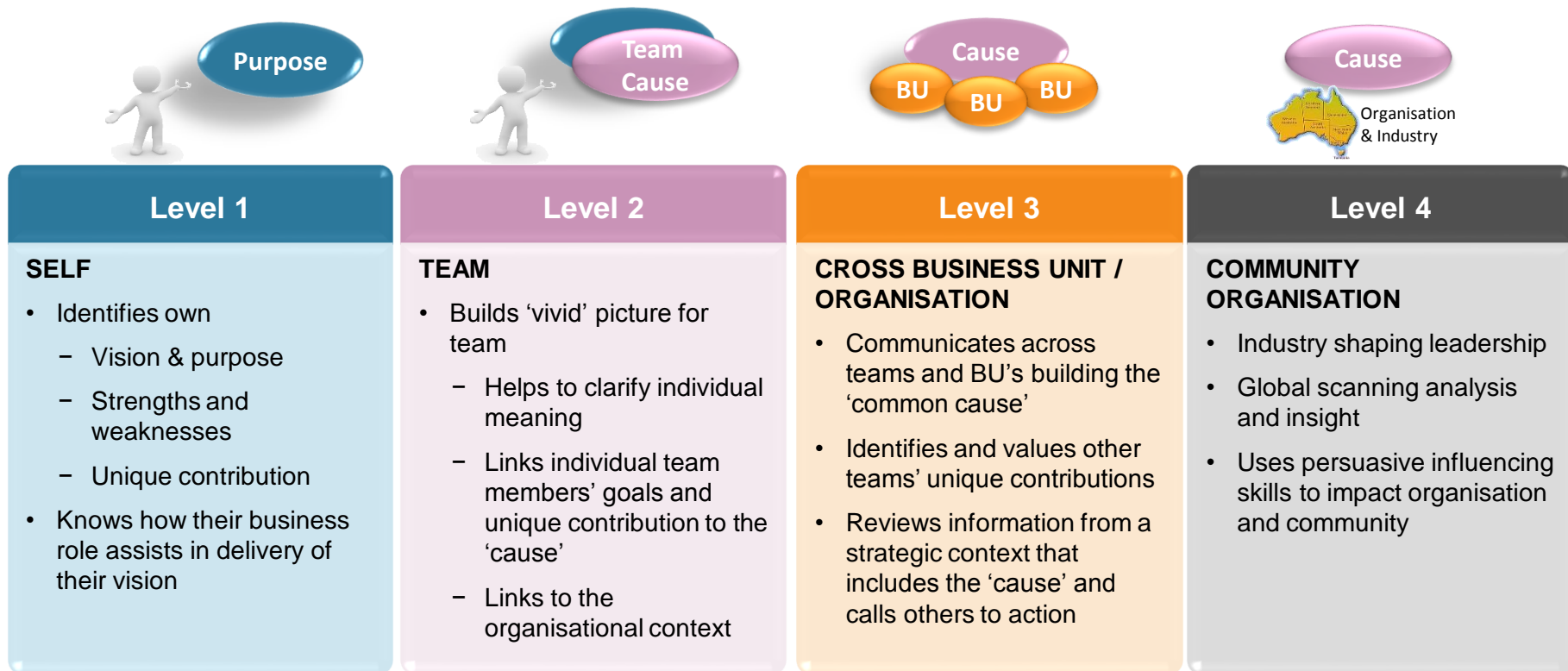
Mindset Matters Group (MMG) has adapted the works of Brown, Cook-Greuter, Ingersoll, Rooke, Torbert and Kegan to create the Leadership Enrichment Actualisation Pathway. L.E.A.P.

This pathway helps to operationalise the noted works to facilitate its adoption in MMG leadership programs.

Leadership level	Description and areas of focus
7. 'Global'	Thinks and acts in service of global society. Long-term and systemic perspective. Has high levels of integrity. Leads ethically and with trust. Driven by compassion and generational vision.
6. 'Strategic'	Thinks and acts to enrich society, alliances and partnerships. Promotes sustainable and ethical outcomes. Focused on developing others and ensuring strategic interests are enhanced.
5. 'Cohesive'	Focused on building internal organisational community. Promotes transparency, trust, shared values and vision. A powerful communicator with openness, creativity and passion.
4. 'Transformative'	Focused on on-going learning and renewal of self and organisation. Empowers others, promotes team-work and accountability.
3. 'Performance'	Focused on the high-performance of immediate team or unit. Seeks to improve bureaucracy, systems and processes. Seeks to enrich existing relationships to enhance outcomes.
2. 'Relationships'	Focused on building key relationships and recognition of others. Open communication, supports and others. is loyal.
1. 'Self'	Focused on self, and survival within an organisation. Creates shareholder value but can be prone to corruption and control.

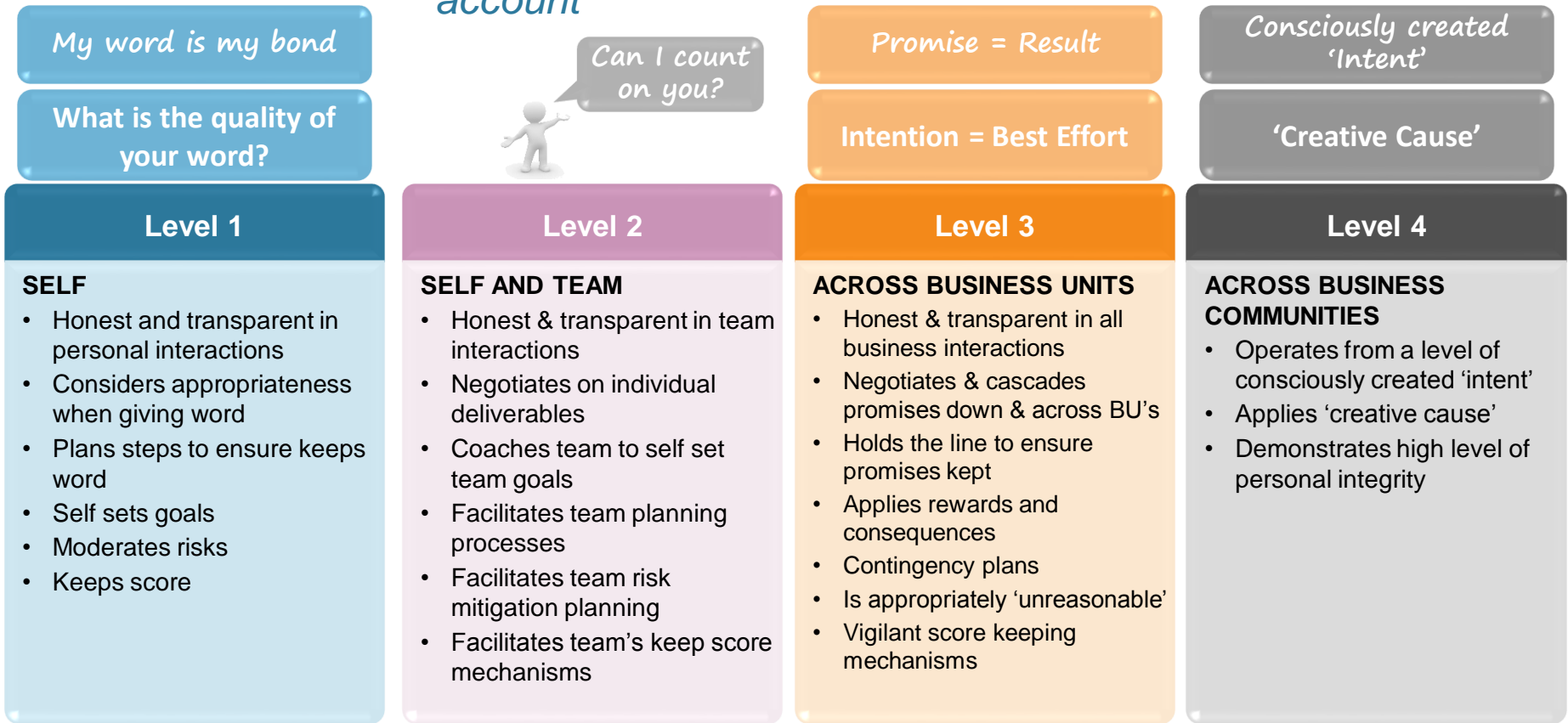
Appendix B: Pathway development of key capabilities

Enrolling others in the 'cause'



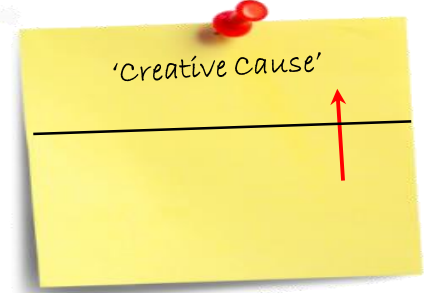
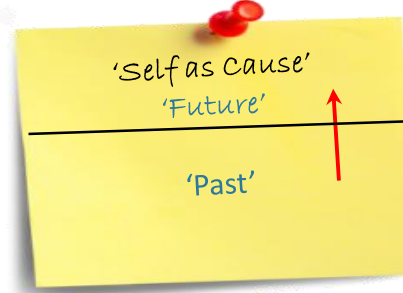
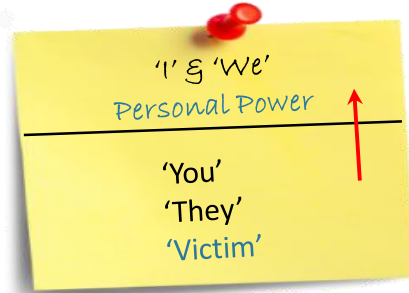
Appendix C: Pathway development of key capabilities

Reliability – Being accountable and holding others to account



Appendix D: Pathway development of key capabilities

Reliability – Taking responsibility



Level 1

SELF

- Owns one's 'below the line' behaviour
- Can get 'above the line' (constructive styles) quickly
- Understands and utilises – *how my effort can make a difference*

Level 2

SELF AND TEAM

- Owns one's own 'below the line' behaviours
- Assists others to take personal responsibility
- Sets up 'team' responsibilities
- Calls inappropriate behaviour (avoidance & internal competencies)

Level 3

PATTERN IDENTIFICATION

- Sees own 'patterns' and 'below the line' behaviours
- Sees how one recreates the learnings
 - 'Upsets' to 'set-ups'
- Owns organisational impact on self and responds 'free' from it

Level 4

SELF & SYSTEM AS CAUSE

- Identifies team and organisational patterns of inactivity
- Coaches systemic thinking and 'creative cause'