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HOW LEADERS STEP UP SUCCESSFULLY INTO DEMANDING LEADERSHIP ROLES AND SUSTAIN THAT SUCCESS

**Supporting document submitted in accordance with the
requirements of the University of Chester for the degree of
Doctor of Philosophy by publication**

by

Peter Alan Shaw

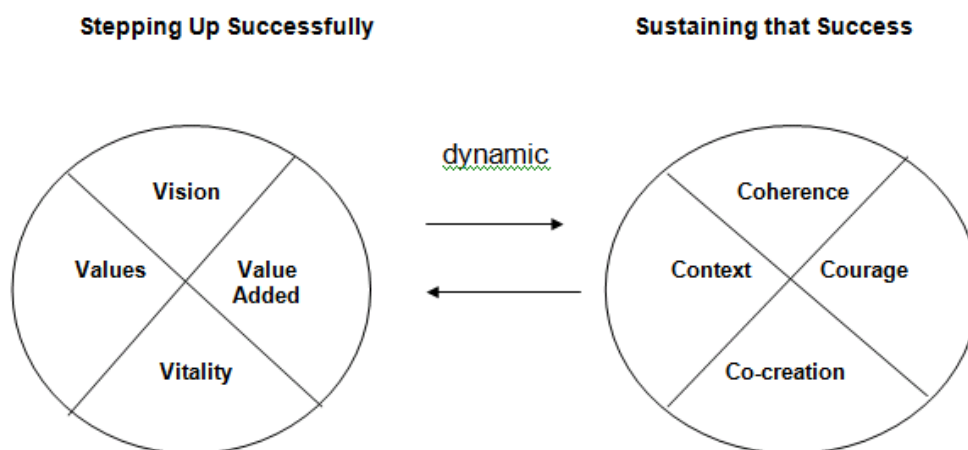
June 2011

ABSTRACT

HOW LEADERS STEP UP SUCCESSFULLY INTO DEMANDING LEADERSHIP ROLES AND SUSTAIN THAT SUCCESS Submission from Peter Alan Shaw

This is the supporting documentation submitted for the degree of Doctor of Philosophy by publication. The research issues addressed were the extent to which the four Vs of vision, values, value-added and vitality are pre-requisites for an individual to be able to step up successfully into demanding leadership roles, and at times of major change, what are the key requirements that enable an individual to continue to step up into demanding, leadership roles successfully and sustain that success?

The proposition which has been tested in a wide range of contexts is that leaders step up successfully if they apply a balance of the four Vs of vision, values, value-added and vitality. The research concluded that continuing to step up successfully and sustaining that success involves a clear focus on coherence, context, courage and co-creation. It is the active interplay between these two sets of requirements which determine whether a leader is able to cope successfully with demanding leadership challenges in a sustained way. This relationship is illustrated in the diagram below.



The research was based on an exploratory approach which was inductive whereby the perspectives of a wide range of senior leaders were sought both in terms of their experiences and what was observed. The research also included an element of auto-ethnography.

The approach of the four Vs was published in the book, "The Four Vs of Leadership: vision, values, value-added and vitality". This framework was tested with a wide range of senior level leaders in different sectors. The rigorous use of this framework was then applied to develop clarity of thinking in areas such as career choices, decision-making, business coaching and the taking on of new opportunities which were set out in a sequence of subsequent books. The interplay of the four Vs and four Cs has contributed to the leadership impact of a range of senior leaders at times when they have been handling rapid change. The work furthers understanding about sustaining leadership effectively through times of turbulence.

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I am grateful to Chester University for agreeing that I can take forward a submission for a PhD by Publication. For those of us involved as practitioners, it is so helpful to have this type of higher degree programme which can enable someone in my type of situation to link together their day to day work and their academic reading and thought.

David Cracknell, a Professor at Chester University, and Ruth Ackroyd an Emeritus Professor at the University, have been valuable sources of encouragement. Ruth, in particular, has pushed me to be rigorous in my analysis.

Key influencers on my thinking have included my colleagues when I was a Director General in Government, my coaching clients and the many people with whom I have discussed the ideas in the books. Without their stimulus and their confidence in me I would not have been able to develop the thinking in the sequence of books.

I am very grateful to Jackie Tookey who has typed this submission and to Helen Burtenshaw, my Executive Assistant, who has been so valuable in helping to organise the material into this document.

Peter Shaw

June 2011

SECTION 1

INTRODUCTION

This topic was chosen because of a long period of both personal and professional interest in observing and enabling leaders to step up successfully into demanding leadership roles and then sustain their leadership through changing and challenging times. This interest comes from both my first career as a Senior Civil Servant, which included holding three Director General posts within the UK Government, and from my second career as an Executive Coach working with senior leaders in the public, private and voluntary sectors both individually and in teams and in groups of peers.

In my first career I had unrestricted access to senior levels within the UK Government, including Senior Civil Servants and Ministers of different political parties, as well as leaders in the private and voluntary sectors. As an Executive Coach I have had unrestricted access to most Government Departments in the UK and to a wide range of private and voluntary sector bodies as well as to a number of global organisations. In a fast changing world leaders have to step up into demanding leadership roles quickly and need to exercise authority and leadership which builds a strong sense of common purpose and delivers positive results that can be sustained through difficult and demanding times.

During thirty-two years working in leadership roles within Government I built up extensive experience of good and bad practice. During my first year as an Executive Coach in 2004 I developed a conceptual framework using an inductive approach about how leaders step up successfully into demanding leadership roles. I refined this approach in conversations with a wide range of different leaders. The approach was published in the book, "The Four Vs of Leadership: vision, values, value-added, and vitality" (Capstone, 2006). This conceptual framework drew heavily on my own experience as a leader, my coaching work and my consideration of what had been written by leadership writers and academics.

I have used this conceptual framework of **vision, values, value-added** and **vitality** as a basis for my coaching work since 2005 working with leaders stepping up into new responsibilities. I have tested it with many clients and applied the framework in a wide range of different situations. The rigorous use of this underlying framework has enabled me to develop clarity of thinking in areas such as career choices, decision making, business coaching and the taking on of new opportunities. This

thinking has fed into successive books which all flow from the initial framework of the Four Vs.

The distinctiveness of this conceptual framework is that it operates in a dynamic way responding to changes in the external world as exemplified by the booklets, “Riding the Rapids”, (Praesta, 2008) and “Seizing the Future”, (Praesta, 2010) which were written following action research with leaders going through turbulent times. Applying the framework of the Four Vs in a dynamic way to leaders in a wide range of contexts has led to the observation that there are four key requirements on leaders to step up successfully in a way that can be sustained, namely personal **coherence**, understanding the **context**, bringing **courage** and enabling **co-creation**.

SECTION 2

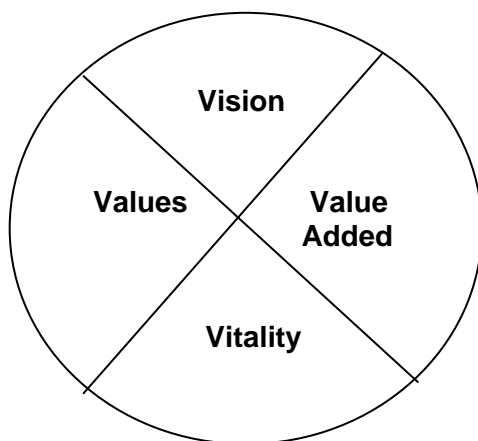
RESEARCH ISSUES AND PROPOSITION

The research issues were:

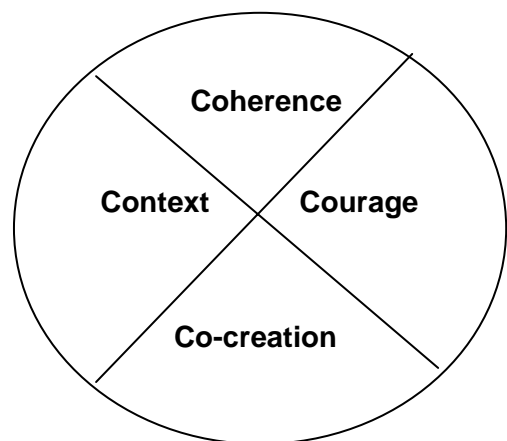
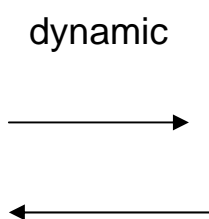
- To what extent are the Four Vs of vision, values, value-added and vitality pre-requisites for an individual being able to step up successfully into demanding leadership roles?
- At times of major change what are the key requirements that enable an individual to continue to step up into demanding leadership roles successfully and sustain that success?

The proposition which I have tested in a wide range of contexts and continue to use as the basis for my coaching work is that leaders step up successfully if they apply a careful balance of the Four Vs of vision, values, value-added and vitality. Continuing to step up successfully and sustaining that success involves a clear focus on coherence, context, courage and co-creation. It is the active interplay between these two sets of requirements which determine whether a leader is able to cope successfully with demanding leadership challenges in a sustained way. This relationship is illustrated in the diagram below.

Stepping Up Successfully



Sustaining that Success



The leader who steps up effectively is able, after a minimum transition period, to bring clarity of leadership, operate at a strategic level, build strong support from colleagues, customers, clients and staff, deliver good results and maintain the

balance of time and energy they want to achieve between work and personal priorities. My assertion is that this stepping up is best achieved through the application of the Four Vs and best sustained through the embedding of the Four Cs.

SECTION 3

RESEARCH METHODOLOGY

My starting point came from my experience and understanding as a leader within Government which included being a member of the Board of three Government Departments, holding three Director General posts, holding a Chief Executive role as Government Regional Director in the north east of England, working as both a Human Resources Director and a Finance Director, leading organisations across the UK with up to 1,000 staff, and working closely with a wide range of Government Ministers from different political parties.

I developed the conceptual model of the Four Vs drawing from my experience as a leader and through coaching work in 2004 with senior leaders in the UK Government, the Scottish Health Service, the defence industry, investment banking, the travel industry, management consultancy, members of the senior Judiciary and Bishops in the Anglian Church.

I then tested out the approach of the Four Vs in one to one conversations with 35 members of the UK Government's High Potential Development Scheme which was designed for senior leaders with potential to reach Permanent Secretary. When I was commissioned to write the book on the Four Vs I had a sequence of structured interviews with senior leaders in the public, private and voluntary sectors which informed the analysis written up in the book. The approach of the Four Vs was also used extensively in one to one coaching sessions and workshops with groups, for example, with all the members of the Ministerial Private Offices in two major UK Departments. It has been the basis for workshops across four continents.

As I developed the thinking and writing into other areas such as career choice, making difficult decisions, business coaching and taking on new responsibilities, I used a similar approach of focused coaching, structured interviews, and workshops with senior leaders.

Underlying the approach I took was a perspective on epistemology which underpinned my research design and the approach to the two research issues. My perspective was that the way leaders react in different situations is about facts and perceptions, with the balance between these two varying markedly by individual and

by context. Leaders will often describe what they decide to do in terms of facts, but in reality they are more influenced by perceptions.

I draw encouragement from Karl Popper who suggested that; 'science never pursues the illusory aim of making its answers final, or even probable. Its advance is, rather, towards the infinite yet attainable aim of ever discovering new, deeper and more general problems.' (Popper, 1959: 278).

Crotty provides a useful framework for a sense-making process by linking together objectivism, constructionism and subjectivism. (Crotty, 1998:5). He describes constructionism as claiming that, 'meanings are constructed by human beings as they engage with the world they are interpreting' (Crotty, 1998:43). I recognise in my work the strength of the constructionist viewpoint that

'meaning (or truth)' cannot be described simply as 'objective'. By the same token, it cannot be described simply as 'subjective'.....According to constructionism, we do not create meaning. We construct meaning. We have something to work with. What we have to work with is the world and the objects in the world'. (Crotty, 1998:43).

My task with leaders has been to help them construct meaning from their own reality. From this dialogue and investigation a clear pattern has been discernable covering stepping up into leadership and sustaining effective leadership. The 'meaning' for these leaders has resulted from a combination of facts and perceptions.

The perceptions leaders bring include their beliefs about themselves, about other people and about the spheres in which they operate. Some will bring a faith based approach and others will assert that they do not bring a faith based approach. All will accept that they are bringing beliefs and values that draw from the events, people and communities that have influenced them.

My experience of working with successful leaders is that they bring a combination of evidence-based and belief-based approaches to knowledge. The evidence based element will include a mix of factual data, previous experience, understanding about people and trends, and comparative data from elsewhere. The belief-based elements will include values and behaviours that are regarded as appropriate, an approach to what making a difference in society means, and for some an approach based on their faith perspective.

Because I am working within an epistemological framework which is based on leaders being influenced in the meanings they construct by both facts and perceptions, my approach works equally well whether or not individuals bring a faith based approach. A personal aim has been to ensure that my approach and the analysis are relevant whether or not individuals come from a faith based approach.

The research design was based on an exploratory approach, which was inductive and not deductive whereby I was seeking the perspective of a wide range of people both in terms of their own experiences and what I observed. (Hammersley, 1992: Easterby-Smith et al, 1991: Smith and Osborn, 2007: Wilson, 2002: Groenewald, 2004).

I was drawing from specific observations to broader generalisations and theories. My aim was to identify patterns and regularities. I was using a similar approach to that summarised by John Cresswell in 'Qualitative Inquiry and Research Design'. He summarised inductive data analysis as follows:

'Qualitative researchers build their patterns, categories, and themes from the 'bottom-up', by organising the data into increasingly more abstract units of information. The inductive process involves researchers working back and forth between the themes and the database until they establish a comprehensive set of themes'. (Cresswell, 2007:38)

Cresswell goes on to say that, 'it may involve collaborating with the participants interactively, so that they have a chance to shape the themes or abstractions that emerge from the process'. This observation reflects accurately what I was doing in my research whereby I was developing the abstractions through successive discussions with the individuals I was coaching and those I was interviewing.

Cresswell summarises qualitative research as a form of inquiry in which the researcher makes an interpretation of what they see, hear and understand. He emphasises that, 'the researcher's interpretation cannot be separated from their own background, history, context and prior understanding'. (Cresswell, 2007:38).

Having held senior leadership positions I inevitably bring a perspective from my own leadership experience. Hence there is an important element of auto-ethnography I

bring to the research, using, critically, my own experience as a source of perspective and comparative data. It is never my intention to be categorical or dogmatic about the learning from my own experience, but it provides very valuable input.

Auto-ethnography can bring valuable personal insights to bear as one element of insight. It has been championed by Ellis (2004). For example, Ellis (1993) applies the story of her brother's sudden death as an illustration of the power of personal emotion and the importance of providing cultural perspectives around personal experiences.

But I am also conscious that auto-ethnography can lead to a one dimensional and very subjective analysis. Cresswell sums up this danger well. He writes:

'Bringing objectivity and subjectivity together and holding them together through the process is hardly characteristic of qualitative research today. Instead a rampant subjectivism seems to be abroad. It can be detected in the turning of phenomenology from a study of phenomena as the immediate objects of experience into a study of experiencing individuals. It is equally detectable in the move taking place in some quarters today to supplant ethnography with an auto-ethnography'. (Cresswell, 2007:48).

I have used an element of auto-ethnography but in a measured way. I have always triangulated my experience with that of others. Personal experience has often brought an initial insight which I have then tested and developed when observing or in discussion with others. Auto-ethnography has often provided a good starting point, but never the full answer.

Triangulation has been an important element of my approach. Flick (2009:405) talks of triangulation involving different methods, different sets of data, looking at different theoretical perspectives and involving different researchers in the project. I have applied different methods (observation, dialogue one to one, working in groups, interviews), different data (views of the individual, feedback from others, data from different sectors), different theoretical perspectives (the use in coaching conversations and workshops of different approaches such as those from Lencioni (2001), Kotter (1995), Charan (2009) and Kelly and Hayes (2010), and involving different researchers through discussing emerging findings with colleagues who are also professional executive coaches.

The cornerstone of my approach has been analytic induction. Flick quotes (2009:406) Bühler-Niederberger who helpfully characterised analytic induction as a "method of systematic interpretation of events, which includes the process of generating hypotheses as well as testing them, (1985:476).

I have sought to work from particulars to general perspectives. Often what I am observing is a story that is unfolding over time from which patterns can be identified whereby there can be a broadening of lessons more widely from one set of data. My approach has been consistent with the good practice identified by Cresswell (2007:43, 128, 154, 316).

Within the executive coaching work with individuals the methods I used included:

- Being very clear about the objectives for the coaching work and then reviewing the extent to which they had been achieved,
- The individual doing their own self-analysis of where they are on vision, values, value-added and vitality,
- Obtaining the perspective of the line manager on what an individual needed to do to step up successfully as a leader,
- Using written 360° data where that was available or the use of oral 360° feedback which I collected as key input or using psychometric data where it was available,
- Observation of an individual in their work, e.g. chairing meetings, meeting stakeholders or giving presentations. This gave the opportunity to observe the extent to which the Four Vs were influential in the way an individual was leading, and
- The renewal of a coaching programme after an initial phase would start with a benchmarking of progress made on the Four Vs, and the impact the Four Vs had had on their performance

I was always looking for patterns and the repeatability and general applicability of the research (Hammesley, 1992). Observation provided a valuable means of assessing the perceptions and behaviours of individuals in dynamic situations, especially when the observation was repeated at a later date. I have drawn from the experience of others who have focused on the value of observational methods in order to "code

and analyse behaviour". (Easterby-Smith et al, 1991: 221. Bales, 1970. Bales et al, 1979)

When developing ideas in the books and booklets I have drawn extensively from the one to one coaching work and have also drawn from the views of participants in workshops on the themes covered in the books and booklets. Valuable structured input has come from interviews with leaders in a wide range of different sectors and countries about their experience and what they observe as success in others. Leading leadership seminars with groups on specific issues has provided me with the opportunity to seek systematic views on particular topics. The reading of current leadership literature in both academic and management journals has provided valuable input. Regular contact with coachees and workshop participants has enabled me to make an assessment of what has worked well or less well.

The organisations in which I coach and the individuals I have spoken with have covered a wide range of different sectors. This has provided an excellent opportunity to crosscheck the information I am receiving. Many of the organisations are well known to me. When I have been working in an organisation which is new to me coaching a number of people in the organisation has enabled me to make a judgement about the validity of what I am hearing. Many individuals at a range of levels of seniority were willing to assist me in the action research leading to the books and booklets.

I am using the type of qualitative discovery techniques discussed by Hammersley (1992). This is an approach based on progressive problem solving. My approach assumes that learning through experience, and especially mistakes is crucial in order to step up successfully.

Hammersley (1992:91) is clear; 'generalisation from a study of a single case (or a small number of cases) to a larger population is a legitimate means of making ethnographic findings generally relevant. Such generalisation does not necessarily require the use of statistical sampling techniques; although these should be used where appropriate'.

A key objective of many conversations prior to setting out conclusions in the books was to arrive at some empirical generalisations that could be tested and built upon. I used a phenomenological approach which was inevitably subjective and qualitative

but my extensive knowledge of the different organisations enabled me to assess what I was hearing. I recognised that the researcher's role is to explore subjective understandings and help interpret them. The use of a wide range of interviews which were both formal and informal, and often structured and at other times unstructured, provided me with an extensive range of perspectives and understanding. I recognise that there is a long-standing debate in the social sciences about the most appropriate philosophical position from which methods are derived with phenomenology in the 'red corner' and positivism in the 'blue corner', (Easterby-Smith et al, 1991:22)

I have used as a starting point the description of Cresswell (2007:57) that 'phenomenologists focus on describing what all participants have in common as they experience a phenomenon'. He talks of the value of the study of the lived experiences of persons, the view that these experiences are conscious ones (van Manen, 1990), and the development of descriptions of the essences of these experiences not explanations or analyses. (Moustakas, 1994). What I have been seeking to do is find the "essential essence" of what is needed for leaders to be able to step up successfully and then sustain that leadership over an extended period.

The approach I use is consistent with the way interpretive phenomenological analysis (IPA) has been used by researchers. For example, Smith and Osborne (2007:53) in their work on the attitude of hospital patients described the phenomenology approach as, 'attempting' to explore personal experience and is concerned with an individual's personal perception or account of an object or event as opposed to an attempt to produce an objective statement of the event itself. The objective is to get close to the participant's personal world and to identify an 'insider's perspective'. The IPA theoretical commitment is to the person as a 'cognitive, linguistic, effective and physical being and assumes a chain of connection between people's talk and their thinking and their emotional state'. (Smith and Osborn 2007:54).

I note that the phenomenological approach is rooted in the work of the German philosopher Husserl who sought to develop a new philosophical method which would provide a greater degree of certainty (Groenewald, 2004). Husserl argued that people can be certain about how things appear in, or present themselves to, their consciousness (Eagleton 1983). Husserl had drawn from the work of Brentano who had stressed the intentional experience of being conscious of something (Holloway 1997). I found the description of the qualitative approach by Creswell (1994:7) helpful when he wrote:

'In a qualitative methodology inductive logic prevails. Categories emerge from informants rather than being identified a priori by the researcher. This emergence provides rich context bound information leading to patterns or theories that help explain a phenomenon.'

I was struck by the definition of Wilson (2002) that phenomenology seeks to understand how persons construct meanings with a key concept being inter-subjectivity. He said, "Our experience of the world, upon which our thoughts about the world are based, is inter-subjective because we experience the world with and through others" (Wilson 2002:2). For Wilson the emphasis is on understanding the person's experience of the world and their situation and, therefore, narrative accounts and qualitative interviews are regularly employed research methods.

Thompson, Locander and Pollio (2001) used what they described as an existential-phenomenological approach to put consumer experience back into consumer research. They sought to describe experience as it emerges in different contexts through the lived world of the individuals rather than separating and then objectifying aspects of the life-world. They suggest that "the purpose is to describe human experience as it is lived". This leads to the emphasis on a research strategy that is, 'holistic and seeks to relate descriptions of specific experiences to each other and to the overall context of the life-world'. (Thompson et al 2001:136)

My approach echoes the type of interpretative phenomenological analysis approaches illustrated above in terms of the emphasis on the individual's personal perception of themselves, the perception of others about their leadership, the link between their thinking and their emotional state, their internal belief in themselves, the relevance of inter-subjectivity and the importance of describing their leadership experience in different contexts of their lived world as a leader. Stepping up successfully into leadership and sustaining that leadership well depends on the self-belief, personal integration and awareness of the context around the individual which are central to interpretative phenomenological analysis.

The methods were flexible and to a large extent qualitative, and were rooted in the perspective of individuals about what had been successful both in their own experience and in what they had observed in others. The approach I used was

systematic and replicable and drew evidence from a wide range of different individuals and contexts. I was able to test my understanding about what enables an individual to step up successfully in a range of settings and got clear feedback from people about what was working or not working for them. An explicit emphasis has been placed on an interview method as this helps clarify doubts and avoid misunderstanding about questions or concepts. An interview based approach has the value of being flexible, allowing for complex questions to be asked with the prospect of good reliability in the answers. (Oppenheim: 1992)

Where quantitative data was available it was used as important input. My methodology has quantitative elements within it as, for example, 360° feedback, staff survey data and psychometric data provide important quantified information and perspective. I estimate that over the last seven years I have coached over 300 people in individual coaching programmes and 3,000 people in workshops which have provided a very extensive basis from which to draw conclusions.

Individuals who I have coached and whose experiences have provided important input to this research have included:

- Permanent Secretaries in the UK Government
- Director Generals in the UK Government
- Chief Executives of a range of different organisations including three Ministry of Defence Agencies, the Valuation Agency, Job Centre Plus, the Insolvency Service and two Judicial Bodies
- UK Ambassadors to other countries
- Members of the Senior Judiciary in the UK
- Chief Executives and senior leaders in health bodies across the UK
- Senior executives in the banking, insurance, management consultancy, travel, construction and IT worlds
- Senior leaders in international organisations based in New York and Washington
- Bishops in the Anglican Church
- Directors in a range of public and private sector organisations going through major change
- Chief Executives and Board members in major national charities
- Registrars and HR Directors in Universities

Hence I judge that full credibility has been established through:

- Creating the conceptual framework and testing it with a wide range of different people,
- Building on the initial, conceptual framework by looking at the application of leadership in different spheres such as decision making,
- Ensuring structured feedback and evaluation in both the coaching and the workshops,
- Ensuring that quantitative data was taken into account wherever that was possible such as through 360° feedback, and staff survey results
- Documenting actions and outcomes clearly in detailed e-mails to the individuals and groups following coaching conversations and workshops, and
- Sending notes to individuals and to participants following workshops covering what their reflections were, next steps and means of evaluation. These notes are then used as the basis of the subsequent coaching conversations or workshops.

When writing the book on the 4Vs data procedures I used included the following.

When drawing evidence from the work I did with my coachees I:

- Used the 4Vs to provide a structured framework for starting a coaching programme, and as a framework for pulling together data about how someone had progressed by the end of a coaching programme
- Recorded in notes to coachees what we had considered under the 4Vs and the conclusions they intended to take forward
- Went through all the notes I had sent to coachees to pull out the themes that had become clear within the 4Vs in the work we had done together.

I also interviewed a number of people specifically for the books using structured questions about the applicability of the 4Vs in their leadership experience. This produced a rich set of data and quotes which informed the analysis in the book. For this purpose people interviewed specifically for the book on the 4Vs included; the Chief Executive of a major UK Agency, the Chief Executive of a Head Teacher Association, two UK Government Permanent Secretaries. The head of a Sixth Form College and a number of Directors within the UK Government.

I analysed and coded the data by writing down the information obtained in interviews in a systematic way. I drew out common themes and noted the extent to which the evidence from interviews resonated with these common themes.

I used an approach of noting down for each interviewee the extent to which their points related to and developed the themes of vision, values, value-added and vitality. I collated this information over a period. I then read it afresh and summarized it again in order to crystallize the strands of particular importance.

I often asked individuals to weight the importance of the 4Vs on a scale of 1 to 10 on their development as leaders. This is a simple approach, but one which enabled them quickly to gauge relative importance and then provided an excellent basis for further discussion about what elements within the 4Vs were of particular significance.

I have been able to use a combination of both snap-shot and longitudinal perspectives. The perspective in the moment provides a valuable snap-shot. The research has then had the benefit of observation and testing between 2004 and 2010. This important longitudinal element has contributed worthwhile substance to the approach and the conclusions.

In addition there has been regular, independent evaluation of my coaching by an independent assessor who talks each year to a cross section of clients. The feedback has been a strong endorsement of the value of an approach based on the four Vs as leaders step up into new and demanding leadership roles.

SECTION 4

INFLUENCE OF LEADERS AND LEADERSHIP THINKINGS ON MY APPROACH

In this section I set out a concise thematic and chronological overview of my perspective on effective leaders and of the literature about leadership which underpins the thesis and emerging concepts in my analysis and writing over the five year period.

The Judeo Christian tradition provides an important background to leadership in European and American contexts with the emphasis on stories and parables. Rickards and Clark note that, "the ancient stories have the power to captivate, bewilder and disturb both emotionally and intellectually". (Rickards and Clark, 2006:17).

Alongside the Jewish tradition were the Greek heroes where effective leadership was often about military might combined with guile.

The leadership advocated by Jesus was radically different with his emphasis on servanthood and compassion, as well as bringing a visionary and radical approach.

For the best part of 2000 years after the earthly life of Jesus effective leadership was seen to combine the heroism of the military leader with an element of looking after the less strong, with varying degrees of importance attached to the later element.

In the 20th century there continued to be an acceptance that most leaders were born to be leaders. For example, the Bishop of Durham, Herbert Hensley wrote in the 1930s:

‘It is a fact that some men possess an inbred superiority which gives them a dominating influence over their contemporaries, and marks them out unmistakeably for leadership’. Quoted in Adair (1989:13)

World War 2 had a profound effect on the attitude to leaders. Many men and women rose to positions of leadership far beyond previous expectations both in the forces, and in civilian employment where women took on roles previously held by men. In addition the context for leadership was seen as increasingly important, as

exemplified by Winston Churchill who had only limited success as a peacetime leader and became an outstanding leader at a time of war.

In the second half of the 20th century the diversification of employment opportunities and the opening up of technical and higher education to a much wider range of people meant that a far wider range of individuals had the opportunity to fill leadership roles. Management training became far more accepted and influential. Leadership skills could be developed and were not just the inherited privilege of a limited few.

An important milestone was the publication in 1989 of Stephen Covey's book, 'The Seven Habits of Highly Effective People'. His clarity of emphasis on, be proactive, begin with the end in mind, put first things first, think win/win, seek first to understand and then to be understood, synergize, and sharpen the saw, had a profound influence on the perception of what it meant to lead well.

The work of John Kotter a few years later used a similar approach of settling out key principles when leading change: namely, establish a sense of urgency, create the guiding coalition, develop a vision and strategy, communicate the change vision, empower employees, generate short-term wins, consolidate gains and produce more change, and anchor new approaches (Kotter: 1995).

The latter part of the 20th century saw the demise of doctrinaire leaders in Eastern Europe and the rise to Presidency of Nelson Mandela in South Africa with his belief in the importance of reconciliation. These developments reinforced the belief that leaders needed to combine vision with humility, and courage with compassion.

Insights from psychology became much more important in the development of leaders at the start of the 21st century. Psychometrics became part of the assessment processes for leader selection. Leadership writers like Patrick Lencioni drew extensively on psychological insights in his work on dysfunctional teams which he suggested resulted from absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results (Lencioni, 2002).

Since the start of the 21st century the international dimension has become increasingly important because of the impact of global organisations and the need to

lead effectively through people from different cultures, faiths and nations who have very different expectations.

The type of 'golden rules' advocated by writers such as Stephen Covey and John Kotter are still helpful benchmarks, but leading has now become more complicated and volatile. The emphasis on adaptability and seizing the moment has become much stronger.

For example, Kevin Kelly and Gary Hayes in 'Leading in Turbulent Times' (2010) talk about the importance of passion embedding seizing the day and becoming agile. Their focus on people leadership is about developing trust that breeds trust. They emphasize getting the balance right between thinking big, while fighting fires, and learning to love uncertainty, while maintaining vision.

What I have observed in the first ten years of the 21st century is the importance of leaders getting the right balance between what might appear to be opposites: for example, between vision and values, between conviction and compassion, between leading and empowering, between decisiveness and reflection. In a less certain world with technology and accepted standards of behaviour changing so fast leaders are having to make judgements with fewer fixed points than in the past.

It has, therefore, been a fascinating time to be working with leaders and enabling them to make sense of very difficult and demanding situations where expectations are high and resources frequently constrained. This time of change has provided the ideal context to be researching into what enables leaders to step up effectively into leadership and sustain that leadership well in demanding times.

I turn now to three authors on leadership who have had a significant influence on my thinking, namely John Adair, Warren Bennis and Jim Collins.

John Adair captured the essential components of leadership in a model of three regions represented as three overlapping circles each with a single word label, namely: task, team, and, the individual (Adair, 1990). For him the leadership functions were enacted across these three, interacting regions of achieving the task, building and maintaining the team, and developing the individuals. What was particularly influential on my thinking was the interplay between these three areas

e.g. that achieving the task was not separate from developing the individual: what was crucial was the development of the individual in achieving the task.

The way that John Adair has drawn from the leadership of Jesus has resonated with my belief in the important strand of spiritual understanding and wellbeing in effective leadership. (Adair, 2001). Themes I wanted to take further forward in my research and writing were both the dynamic edge of leadership in rapidly changing situations, and further reflection on the relevance of the life and teaching of Jesus to individuals stepping up successfully into leadership.

In his book, “Understanding the Basics” (Bennis, 2003) **Warren Bennis** sees as key ingredients of effective leadership:

- A guiding vision with the individual being clear what they want to do professionally and personally and demonstrating strength and persistence in the face of setbacks,
- Passion which is a passion full of promises of life, combined with a particular passion for a vocation and a professional course of action,
- Integrity which includes self knowledge, candour and maturity, and
- Curiosity and daring whereby leaders wonder about everything and want to learn as much as they can and are willing to take risks, experiment and try new things.

Bennis saw reflection leading to resolution, with reflection being a way of making learning conscious and going to the heart of the matter (Bennis, 1989). The balance in Bennis between vision, passion, integrity, curiosity and daring and the interplay between reflection and resolution were important, which are themes I have tried to develop further in the work I have done on leadership development.

I was influenced by the focus of Bennis on the “Ten Traits of Dynamic Leadership” (Bennis, 1998:89) with the emphasis on self knowledge, open to feedback, eager to learn and improve, curious risk-takers, learning from adversity and balancing tradition and change. His blend of purpose, trust and optimism provides an important framework for living positively through demanding times.

An important influence on my thinking has been **Jim Collins** with his focus on five levels of leadership. The emphasis in “Good to Great” (2001:30) on the importance

of “compelling modesty and unwavering resolve”, is in some ways, counter-intuitive but is strongly supported by the evidence. The balance between personal humility and will power has been a touchstone for me when observing leaders. This balance underpins much of my thinking about the interplay between vision and values and how best individuals raise their game when taking on new responsibilities.

The emphasis of Collins on compelling modesty and unwavering resolve parallels the Bennis focus on reflection leading to resolution. In his recent book, “How the Mighty Fall” (2009), Collins talks of generic characteristics about getting the right people in key seats. He says that the right people, don’t need to be tightly managed, do need to understand their responsibilities rather than their jobs, fulfil their commitments, are passionate about the company and its work and display wisdom and mirror maturity. Jim Collins' perspectives, especially the importance of compelling modesty and unwavering resolve, are consistent with the type of conclusions I have reached in the books and booklets based on the underpinning of the Four Vs.

Other writers who have significantly influenced my thinking on leadership have included:

- Bibb and Koudri (2005) with their focus on building trust in uncertain times,
- Boyatzis and McKeen (2005) with their emphasis on creating resonance,
- Charan (2009) with his focus on key principles in an era of economic uncertainty,
- Goffee and Jones (2006) in their work on leaders building followers,
- Greenleaf (1997) with his emphasis on servant leadership,
- Goleman (1995 and 2002) through his ground breaking work on emotional intelligence,
- Radcliffe (2008) with his combined emphasis on leading that always starts in the future, engaging effectively and delivering to make things happen,
- Thomson (2005 and 2008) on ensuring women are in a position to bring effective leadership at Board level, and
- Trompenaars (1997 and 2009) with his focus on respecting and leading through cultural diversity.

The writers above have all provided valuable insights. I have gone through an iterative process interlinking my own experience, what I learn from people I have

coached and interviewed and what I have read to arrive at the frameworks as set out in the Section 6.

SECTION 5

MY APPROACH TO LEADERSHIP

My experience of leading large organisations, being a member of corporate leadership Boards and coaching leaders has reinforced my perspective that the individual can become ever more effective when they view their leadership capabilities in a dynamic way. The leader needs to be aware of their strengths and can then transform themselves and be a transformational leader if they are active in focusing their mental capabilities, their emotional qualities, their physical resources, and their spiritual awareness. Good leadership is dynamic and responsive, while also being rational and responsible. My approach has built on the growing emphasis on transformational leadership in recent decades, (Burns, 1978), building effectively on your strengths, (Buckingham, 2008) and ensuring resonant leadership (McKee, et al, 2008).

My starting point is set out in, “The Four Vs of Leadership” (Shaw, 2006 published by Capstone Press). This book suggests that the Four Vs of vision, values, value-added and vitality are the cornerstones of both our work and personal lives. Key themes that the book addresses are:

- **Vision** – who do you want to become? What are your essential characteristics and how do you want to develop the vision of yourself in your work, in your family and in your community?
- **Values** – what are the values that shape and drive you? How do you harness your values to help your own fulfilment and the well being of those around you? How do you ensure your values are your greatest asset and not your worst liability?
- **Value added** – what are your unique strengths? How can you develop and use them to best effect? How can you bring value-added in a wide range of different situations?
- **Vitality** – what is at the heart of what gives you energy? How can you grow this energy and extend it into different areas of your lives?

The Emergence of the Four Vs

One afternoon in 2004 I was asked if, on the following day, I would work one to one with six high potential leaders in the UK Government enabling them to think through

how they intended to approach key future leadership challenges. That evening I created the framework of the 4Vs as a means of enabling these leaders to think in a structured and purposeful way about their approach to future leadership challenges. I needed to be clear and crisp and catch their attention and enable them to reach practical conclusions on next steps in a focused half hour. The approach worked well: all six gave very positive feedback. All six have now gone on to fill senior posts in the UK Government.

The approach of the 4Vs was a crystallization of my own leadership experience, what I observed in other leaders, what I drew from my reading, and what I observed in successful coaching conversations. Devising and then using the structure of the 4Vs was a milestone for me in summarizing how individuals stepped up successfully into leadership. Crystallizing the 4Vs was a 'eureka moment'.

I was then doing an Advanced Diploma in Executive Coaching at the academy of Executive Coaching. Part of the programme involved writing and then presenting my coaching model. I based my coaching model on the 4Vs. The interrogation of the model by internal and external examiners further demonstrated its value and robustness.

I was subsequently commissioned to write the book, "The Four Vs of Leadership", which provides a framework to help individuals grow and make a step change in what success is for them and what for them is the nature of courage and calmness. In terms of the individual's journey, the book encourages the leader to be bold, responsive, philosophic, open minded, passionate and generous.

What Sir David Normington, the then newly appointed Permanent Secretary at the Home Office said in his foreword to the book affirms the value of an approach based on the Four Vs when a leader takes on a new role? He wrote:

"I read the final text just a few days before taking up the role as Permanent Secretary at the Home Office. So I had an immediate point of reference for his ideas about how successful leaders combine clarity of vision, consistent values, and the ability to add value and bring fresh and renewable sources of vitality. As I read, I found myself constantly reassessing my own hopes, fears and ambitions in a new role against his thought-provoking but always optimistic template. What I like about Peter's book is that in contrast to so

many treatises on leadership and management he refused to compartmentalise life into the personal and the professional. He believes – rightly - that successful leaders bring a consistency of behaviour and relationships to different aspects of their lives and draw strength and inspiration from the personal to the professional and visa versa.”

The themes of vision and values are referred to by many commentators, for example Covey's first habit is, "Be pro-active: principles of a personal vision", (Covey, 1989:65), and Jim Collins focuses on "Big, Hairy, Audacious Goals", (Collins, 2001:202). What is distinctive in my approach is the interplay between the Four Vs with vision and values providing an important bedrock, value-added providing the focus of personal contribution and vitality providing the energy to enable the leader to step up.

Radcliffe, (2008) has a broadly similar approach with his emphasis on the four energies of intellectual, emotional, spirit and physical energy, although he defines spirit energy as akin to inspiration, rather than what is the difference an individual wants to make or a purpose they want to fulfil. Hybels, (2002) starts with the power of vision and concludes with the importance of developing an enduring spirit in order to ensure sustainability.

The effect of economic turbulence in the last two years has reinforced rather than diminished the importance of these Four Vs. Kelly and Haynes (2010) focus on the theme of long term vision in, "Leading through Turbulent Times". They position vision as, thinking big while fighting fires, learning to love uncertainty while maintaining your vision, and building organisational radar for future storms and opportunities. These views echo my belief which comes from working with many leaders in turbulent times, that vision is important, and needs to be clear but should not be too rigid or dogmatic.

The theme of knowing and applying values becomes ever more important when difficult decisions need to be taken at speed. I have drawn on the foundations laid by others in areas such as: stewardship, (Block, 1993), servanthood, (Greenleaf, 1997), virtue (Wright 2004), and trust (Bibb and Koudri, 2004).

In the area of value added I observe others emphasizing similar themes to those coming out of my research, such as the focus on honesty and credibility in hard

times, (Charan, 2010), what is good value in an uncertain world (Green, 2009) and clearly stating what you value, (Kelly and Haynes, 2010).

Themes from a number of writers address energy and vitality. I have built on, time to think, (Kline, 1999), healthy organisations (Lovey and Manuhor, 2001), fun at work (Bakke, 2005), being creative at work (Allan et al), using time well, (Green, 2002) and leading quietly, (Badaracco, 2002).

I explored whether negative cases informed this theory development. Some leaders I worked with were initially uncomfortable with the word values. They were unsure about the concept of values as one of the four key elements. When I reframed this in terms of 'what is most important to you?' they were normally content to work with that concept and went through the same type of examination and reflection as most leaders did when using the language of values.

It was apparent in some cases that leaders viewed personal values and appropriate standards and behaviours in the workplace as rather separate. For others professional and personal values needed to be congruent for them to thrive as leaders. From observing and working with leaders in a range of settings, it was clear that those who recognised and understood their values were more comfortable in themselves when tackling demanding leadership situations.

For some leaders the concept of vitality did not appear immediately relevant. Success for them had come through dogged determination with a focused drive on what needed to be done. Vitality sounded a bit whimpish and potentially shallow.

For such leaders the theme of energy levels was more relevant than vitality. They saw themselves as leading over a long timescale where energy levels needed to be maintained at a high level over an extended period. For others the notion of vitality was especially relevant as it was linked with a sense of innovation, alertness to changing circumstances and a willingness to embrace new ideas and approaches. Because of the speed of technical and cultural change I was convinced that the language of vitality was appropriate in crystallizing an approach to developing, garnering and using energy well.

I observed leaders who stepped up successfully who did not have a clear set of values. This worked adequately in the short term but having not built up a strong

level of trust or mutuality with others, their leadership became vulnerable if they went through a difficult patch and needed the support of others.

Some leaders I observed who stepped up successfully defined the value-added they brought very widely: i.e. they wanted to play the lead role in any area where they felt better equipped to lead than others. Other leaders were more restrictive in their definition of value-added limiting it to where they could make a distinctive and significant difference markedly beyond that which others could contribute.

It was clear that there were different perceptions about the necessary scale of impact for a contribution that was value-added. What became clear was that the thought process of working through the nature and relative scale of different types of value – added contribution enabled leaders to understand their own approaches and patterns of leadership more fully. This process of using the concept of the value-added contribution as a starting point for a leader clarifying their own leadership intent and impact was always valuable.

A key input into my thinking was the writing of “Mirroring Jesus as Leader” (Grove, 2004). Having done the initial development of the Four Vs, I took forward aspects of the approach in different books published between November 2005 and November 2010 covering:

- The power of conversation in “Conversation Matters: how to engage effectively with one another” (Continuum, 2005),
- Future decisions about future career and life, in “Finding Your Future: the second time around” (Darton Longman and Todd, 2006),
- Engaging effectively with others in, “Business Coaching: achieving practical results from effective engagement” (Capstone, 2007) (jointly authored with Robin Linnecar),
- Decision making in, “Making Difficult Decisions: how to be decisive and get the business done” (Capstone, 2008),
- Living through turbulence, “Riding the Rapids: how to navigate through turbulent times (Praesta 2008) (jointly authored with Jane Stephens),
- A Christian perspective on decision making in, “Deciding Well: a Christian perspective on making difficult decisions” (Regent College, 2009),
- Taking on new responsibilities well and stepping up in terms of personal impact in, “Raise Your Game: how to succeed at work” (Capstone, 2009)

- A perspective about what is an effective Christian leader in, “Effective Christian Leaders in the Global Workplace” (Authentic Paternoster, 2010),
- Creating positive change in demanding times in, “Seizing the Future” (Praesta, 2010) (jointly authored with Robin Hindle-Fisher), and
- Recognising the significance of individual moments in, “Defining Moments: navigating through business and organisational life” (Palgrave Macmillan, 2010).

Each of these 8 books and 2 booklets developed key themes stimulated by the application of my conceptual framework of the four Vs. These are listed at Annex B. What has flowed from the application of the four Vs and the further work above is the importance of four key requirements which enable individuals both to step up and thrive as leaders in a sustained way in times of major change. These four strands are:

- **Coherence:** The importance of a leader being comfortable in themselves as a leader, knowing and living their values and ensuring wholeness in bringing together in a dynamic way their professional and personal priorities and values,
- **Context:** Which is about understanding current reality, being able to see opportunities whatever the reality and recognising moments that matter,
- **Courage:** Which is about being willing to do what you think is right, being willing to step up effectively and choose your own attitude, and
- **Co-creation:** Which is about building effective engagement, creating a shared agenda and celebrating outcomes

I drew together these strands of the Four C's following:

- Careful consideration of the e-mails and notes I had sent to a wide range of clients,
- Exploring the individual strands with leaders in a wider range of different contexts to see how significant they had been,
- Examining with a range of leaders the extent to which the 4Cs in total represented an accurate overall summary of what is needed to be able to sustain effective leadership over an extended period
- Using the 4Cs as a framework with leaders internationally to see how they stood up to scrutiny

The results of this scrutiny and thorough discussion with individuals and in groups over a number of years reinforced for me the significance and relevance of this framework.

There were occasions when different elements of the 4Cs were of particular significance. But I was convinced, following extensive discussion, that all were important and that none could be ignored. I came across a number of leaders who were not good at co-creation, but they tended to last for only a limited period in the most exposed of senior positions.

These four, broad themes are referred to in current literature in a growing way. The distinctive approach I bring is about the interplay of these four Cs. Under coherence, themes within the current literature include: using the width of your experience, (Martin 2007), being open and authentic about what happens to you, (Johanssen, 2009) and being an emotionally intelligent leader, (Goleman, 1995, 2002).

Under courage, themes include: building resilience, (Clarke and Nicholson, 2010 and Valikangas, 2010), leading ethically, (Gill 2004, 2008), developing the inner warrior, (Stone, 2004), being an adaptive leader, (Heifetz, 2009) and responding to change well, (Johnson, 2000),

Under co-creation, I have been influenced by the focus on; servant leadership across different cultures, (Trompenaars, 2009), understanding better how to apply your brain at work, (Rock, 2009), trusting your employees as volunteers, (Moss Kanter, 2010) and, using all your team to best effect. (Fuller, 2009)

In terms of context, key themes in the literature I have drawn from include: recognising cultural diversity, (Trompenaars, 1997), responding to the call for engagement across different perspectives and cultures, (Green, 2009), and the changing role of women in leadership roles, (Thomson, 2005, 2008).

The approach I have adopted is to combine this understanding of good practice from the literature alongside my own experience of leadership and observation of leaders I work with. This has helped me crystallize the importance of leaders applying all four Cs well in a dynamic way.

I have explored whether negative cases have informed the development of the theory. I observe that it is possible for a very courageous leader to ignore the context and put limited emphasis on co-creation. But they have to be very determined, ambitious and thick skinned to succeed with a strong power base and substantial resources which means they are not dependent on others for their success.

It is possible for someone to succeed who is totally dominated by their work and, therefore, does not bring a coherence between work and personal values. My conclusion from my observations is that this single mindedness may well mean they are successful in the short term, but can well mean that their judgement in the long term is not as sound or rooted as it should be and can, therefore, lead to an instability, a greater susceptibility to stress, a resilience that is more fragile and the possibility of discordant decisions.

The next section summarizes the key themes in the publications, illustrating how they flow from the application of the Four Vs. The submission identifies the generic elements that have flowed from the research in terms of what sustains leaders who step up successfully. It looks in more detail at the four key strands of coherence, context, courage and co-creation. Stepping up successfully is about taking on the full responsibilities of a more demanding post well. It involves the confidence and competence to do the more demanding role to a high standard.

SECTION 6

THE MAIN THEMES OF THE INDIVIDUAL PUBLICATION

A. Mirroring Jesus as Leader (2004)

This book was published in October 2004 and is therefore before the relevant five year period of November 2005 to November 2010. I refer to it because of its importance in the development of my thinking. In looking at the leadership of Jesus I identified six themes of Jesus as leader as; visionary, servant leader, teacher, coach, radical and healer.

The first five of these themes are strongly reflected in current leadership perspectives but the last one, Jesus as healer, does not feature strongly. I suggest that the role of leader as healer is an under-developed perspective. This becomes an underlying theme in my subsequent coaching and writing.

B. Conversation matters: how to engage effectively with one another (2005)

This book looks in turn at listening, encouraging, challenging, short, painful, unresponsive and joyful conversations. Each chapter starts with conversations that Jesus had and identifies key principles for successful conversations. It draws out the three key principles of engagement, discernment and stretching. Engagement is about trust, confidentiality, openness, silence and stillness, face to face, humour, travelling together, communion, space and flexibility. Discernment is about clarity, the effective use of questions, curiosity, experimentation, taking risks, and bringing brevity. Stretching is about being dynamic, using debate, transcending boundaries, varying the speed, bringing challenge, ensuring freshness and bringing compelling modesty.

Underlying the book is the encouragement to have a clear perspective or vision about what is a good conversation, to bring your values into the conversation, and to try to make conversation a powerful influence for good in bringing about change and engendering energy and vitality. In developing the thinking in the book I was influenced and to some extent shaped by what others had written such as: Bonhoeffer (1954), Dickson (2004), Erickson (2004), Lindahl (2002), Long (1990), Mitton (2004) and Stone et al (2000). But what I judge that I brought which was distinctive was the importance of dynamic engagement in conversation.

C. Finding your Future: the second time around (2006)

This book provides a framework for individuals to make decisions about their future. It is divided into four sections. 'Starting point' is about establishing where you are now through looking at frustrations, failure, fears and fortitude. 'Taking stock' is about reflecting on the various influences upon you, especially family, friends and finance as well as looking at what the fundamentals are for you. 'Looking forward' considers the pre-requisites for next steps, which might be about forgiveness, following your fascinations, engaging with the freedoms available to you and using fasting or self-denial. 'Moving on' is encouraging you to develop foresight, a clear focus and a sense of fun as you look for the fulfilment that embraces what is important to you. The book used a deliberate technique of selecting 16 titles for chapters all beginning with the letter 'F' which represented the themes I wanted to put across based on evidence from what I had observed in people who had done transitions well.

The book starts from encouraging individuals to develop a vision about the contribution they would like to make, the relevance of their values, where they would like to add value and how they are going to build new energy. The book encourages the reader to take time to reflect on their own future. It suggests that change sometimes hits us and we have to make quick decisions. Even then, creating some space to stand back is valuable. Transitions often take longer than we think, as we learn more about ourselves and our hopes and aspirations. This work echoes and develops themes in the writing of Burford (2001) and Bridges (1980).

D. Business Coaching: achieving practical results through effective engagement (2007)

This book, written jointly with Robin Linnecar, talks about the "golden thread" running through effective engagement. It sees key elements of this "golden thread" as: being respectful (including trust and un-conditional mutual regard), listening (being fully present, giving someone sole, undivided attention), open minded (banishing pre-conceived notions and being fully present on the other person's agenda and finding the point of need), flexible (which is about varying the approach, pace and timing to fit the circumstances of the individual, supportive (which is about encouragement emphasizing the positive and helping individuals keep up their energy), challenging (which is about an engagement between equals, slicing through the dross and

sometimes holding up a mirror) and, forward looking (which is about relentless focus on the future whatever the past or current travails there have been)

The book sees as four important levels of engagement; factual (which is about being on the same page in terms of information), intellectual (which is about being able to talk about issues on equal terms in a robust way), emotional (which is about an openness to human strengths and frailties), and transformational (which is about a quality of engagement which results in individuals viewing themselves and their situation in an entirely different way).

The interaction of these four levels leads to creative and dynamic progress towards new solutions. Progress comes because of an openness to engage at a range of different levels which brings vitality and a greater awareness of the value-added contribution of different people in different ways. This builds on the work of writers such as Chapman et al (2003), West and Milan (2001), Whitmore (1992), Flaherty (2005), Downey (2003), Hudson (1999), and Lencioni (2002),

E. Making Difficult Decisions: how to be decisive and get the business done (2008)

This book considers the four Cs of making difficult decisions, namely: clarity, conviction, courage and communication. These themes cover: clarity, (ensuring objectivity about each issue, the context and the circumstances); conviction, (bringing intuition, values and trained judgement); courage, (turning belief into action to build next steps); and, communication (continually listening, engaging and persuading). The book looks at the inter-relationship between clarity and conviction, drawing from the experience of leaders in a wide variety of contexts and suggesting an approach which balances the different dimensions of clarity, conviction, courage and communication. The book focuses on applying the learning from good decision makers, embedding the ability to make difficult decisions, and enabling others to make difficult decisions well.

The book draws from the perspective of a number of influential thinkers including Collins (2001) Drucker (1967), Etzioni (1984), Hammond (1998 and 1999), Hayashi (2001) and Martin (2007). A key theme of the book is about allowing your values to show through in your intuitive judgements, but then testing your conviction against the clarity of whatever data is available. Success comes through having the

experience to know where you can add most value in the making of decisions, and having the energy and vitality to stand back and not get bogged down in a particular situation and thereby lose clarity in decision making.

F. Riding the Rapids: how to navigate through turbulent times (2008)

This booklet, co authored with Jane Stephens, followed extensive conversations with leaders who had been through times of extended turbulence. We asked them what they had learned from their own experiences and what are the fundamentals that mattered to them. The central themes that came out of this work were that strong leaders during turbulent times: maintain their core attitudes and beliefs no matter how much pressure they come under; tackle each new challenge clearly and calmly leading from the front to inspire those around them; and, know how to look after themselves in order to maintain stamina and wellbeing for a lengthy and often exhausting period.

In this booklet we recognised that sustained pressure could affect leaders detrimentally in such ways as: fear of failure; losing heart; worry about lost reputation; lower energy; being a “rabbit in the headlights”; getting lost in the detail and going for a quick fix. Underlying themes included: being clearer about your values to enable you to maintain core attitudes and beliefs and being clear about where you can add most value so that each challenge is tackled clearly and calmly. At the heart of knowing how to look after yourself is the theme of maintaining and renewing vitality.

This approach builds on some of the work by the Center for Creative Leadership including a sense of urgency versus realistic patience (Bunker and Wakefield 2005) and creating an environment where others can succeed (Martin, 2007)

G. Deciding Well: a Christian perspective on making decisions (2009)

This book looks at: Jesus’ approach to making decisions; what makes a good decision maker; the role of Christian discernment; and the individual’s approach to decision making. The touchstone for this book is the encouragement of Jesus “to be as wise as serpents and as innocent as doves”, (Matthew, chapter 10, verse 16). The book suggests practical ways in which individuals can develop their capacity to make hard decisions through drawing more effectively on their own practical experience, their experience of Christian faith, their theological understanding, the

richness of other people's experience and the approaches that work best for them. The book is about enabling an individual to draw from their values, their personal faith and their aspirations to develop those elusive and precious skills of discernment which will enable them to make decisions well in a variety of different contexts.

The thinking in the book was particularly influenced by Hirst (2006), Smith (2003), Waltke (1995), Packer and Nystrom (2008), Nouwen (1996), and Watson (2008). This book sits alongside, "Making Difficult Decisions" and brings out, for those who come from a Christian perspective, relevant factors in the way decisions are made. The two books are complementary and not in contradiction. Both are underpinned by the importance of vision and values, bringing a value-added approach keeping up energy and vitality when carrying the responsibility of making difficult decisions. In addition the book "Deciding Well" puts a strong emphasis on factors that will be particularly relevant to someone who comes with a Christian perspective. Those who come with humanitarian values and are facing difficult decisions have found the approach in this book relevant whether or not they come from a perspective influenced by religious beliefs. The evidence for this is the feedback I have had from a range of different individuals who have read the book but do not come from a Christian perspective. This has reinforced the general applicability of the analysis and conclusions.

H. Raise Your Game: how to succeed at work (2009)

This book addresses how we can raise our game and achieve our full potential when the pace of change is fast and the demands on leaders are considerable. It suggests that personal growth and survival depend on how relentless change is handled.

Those who are able to raise their game can become influential beyond their expectations. Those who can rise above turbulence and provide focused, measured and calm leadership can create a new sense of direction and renewed energy. This book suggests that the way forward for leaders is a powerful blend of self-belief that comes from a combination of inner confidence and clarity of values alongside practical action that is realistic, determined and planned.

The book suggests that growing effectively as a leader requires a balance between being and doing. Being is about being comfortable in your skin in whatever role you are in. Doing is about the practical behaviours and steps that underpin success. The book suggests that being is about: embedding your values; knowing your strengths;

believing you can step up; being confident in yourself and your role; keeping an open mind; being clear what matters to you; and, doing activities that will give you joy. Doing includes: developing your strengths; understanding your least strong areas and knowing how best to live with them; creating an equilibrium in the way you work that is successful for you; building your network of supporters and stakeholders; growing your resilience; knowing how to use your time well; and, being practical in using your energy in a focused way.

The book considers six phases that occur as the individual raises their game. Take stock, looks at, developing your strengths, understanding your least strong areas; embedding our values and creating your equilibrium. First steps involves, addressing your fears, believing you can do difficult things, knowing who your supporters and stakeholders are, and the learning that comes from taking some risks. Upping the pace embraces, stretching your muscles, growing your supporters and converting your critics, understanding how you respond to problems and warming down thoroughly. Growing the momentum includes, keeping your focus, growing your resilience, building your team and renewing your freshness. Where next embraces, keeping an open mind, recognising when the tide turns, knowing what matters to you and renewing your vision. Towards what end covers the difference you want to make, how you want to be remembered, the relevance of family and friends, and, where joy fits in.

The approach in the book is firmly rooted in building on strengths (Buckingham, 2004). It invites the reader to use values as a touchstone throughout the process of raising their game and to have regular points when they look at renewing their vision, rather than it just being a fixed point. The book is all about helping individuals to be much more conscious about what is the value-added they bring in their approach through continually raising their game in a variety of different settings.

I. Effective Christian leaders in the Global Workplace (2010)

This book draws from the experience of a wide range of Christian leaders including, Permanent Secretaries, chief executives, politicians, senior police leaders, international bankers and senior Government officials in a range of countries. It takes their practical insights and provides prompts for thought and reflection which enable a Christian leader to be more confident in the global workplace.

The journey in the book takes the reader through four Rs, namely: rooted (who and what are your beliefs, values and actions rooted in); radical (how best do you live and act at a time of economic and global change in a way that applies Christian principles at work and ensures that difficult decisions are made well); reflective (how do you listen, learn and keep nourished while retaining a good balance of life and coping effectively with failure and disappointment); and, renewed (how do you ensure that you keep learning and thinking ahead about your contribution and the use of your gifts, time and energy with an openness to taking next steps which are embedded within a Christian understanding and insight). The thinking in this book takes forward the themes of values in the rooted section, vision and value-added in the radical section and vitality in the reflective and renewed sections.

A touchstone for the book is the words of William Wilberforce when he wrote of being diligent in the business of life which underpinned his persistence that led to the abolition of the UK slave trade (Tomkins 2007). His approach was rooted in Christian principles and full of determination regardless of the discouragement he received along the way. He is an exemplar of having a clear vision, strong values, an appreciation of where he could bring a distinctive value added, and an ability to retain resolve and vitality over a long period. Individuals whose work I have built on in this book include: Buford (2001), Costa (2007), Cottrell (2008), Green (2002), Hybels (2002), Lawrence, (2004), Green (2008) and, Watson (2008).

J. Seizing the Future (2010)

This booklet (co-edited with Robin Hindle-Fisher) was written after talking with over 20 leaders in depth during 2010 at a time of considerable, economic uncertainty. It was clear from these discussions that Seizing the Future demanded an upbeat and assertive approach coupled with realism, humility and the confidence to lead by example. The conclusion was that success comes from standing back, re-evaluating and being liberated from previous frames of reference that constrain. The research that came out of the conversations with senior leaders suggested that Seizing the Future successfully required the five key skills of: accept new reality; promote fresh thinking; ensure effective engagement; embrace radical approaches; and, pace your energies.

Under accepting new reality, key elements were: accepting that conditions have changed and letting go of the past; calibrating the gap between old and new; and,

allowing yourself to feel a touch of excitement about the new landscape. Ensuring effective engagement involves: relationships based on trust; effective listening; common purpose; shared endeavour; and, emotional self-awareness.

Key elements of leaders pacing their energies include: building patterns and rhythms that work for you; understanding the sources of your resilience; and, creating “shafts of stillness”. Within guarding resilience, key themes include: recognising when uncertainty can create a sense of threat; using your emotions as valuable data; training your brain to focus on your priorities; working with your preferences; looking after your physical, mental, emotional and spiritual wellbeing; being conscious of your stress levels; and, being conscious of where you want to make a difference and why.

In summary we saw “Seizing the Future” as requiring the individual leader to: define clearly what difference they wanted to make; develop and share goals and objectives; take control of their diary and create time for thinking and reflection; take control of their working schedule and pace their energy; choose their own attitude to the new reality and the future; know who is committed to their success; and, recognise and celebrate progress. The validity of the ideas in the booklet has been evidenced by the positive way it is being used in a range of public and private sector organisations.

These themes echo those in recent writing such as: Kelly and Hayes (2010) and Charan (2009). The distinctiveness of Seizing the Future is the interplay between letting go of the past and seeing positive opportunities. It assumes a continued focus on the individual refining the way they add value and continually looking at how they maintain their resilience and vitality at times when they have got to let go of the past.

K. Defining Moments: navigating through business and organizational life (2010)

This book recognises that life is full of moments that matter which we may or may not recognise at the time. It addresses how best do we understand defining moments that are changing our attitudes, beliefs and actions. It takes as a fixed point, that the more we understand ourselves and our reactions, and how we are changing, the more integrated and responsive as individuals and leaders we become: i.e. the more we understand our own values in a particular moment, the more effective we can be in recognising a key moment and making an impact within it.

The book takes the reader on a journey through key strands. Living in the moment is about; recognising the significance of “light going on” moments, milestone moments and surprising moments. Stretching the moment is about; being able to stand back and get maximum benefit from positive times. Surviving difficult moments is about; handling down moments, crisis moments and moments of anger well. Treasuring the moment is about; making every moment count; recognising moments of truth and embedding learning moments. Capturing the moment is about; making the most of creative moments; grasping the moment when action is needed; and, being able to live with discord. Creating future moments is about; focusing in the moment, building a rhythm of moments that work for the future, and creating moments of learning and hope for others.

The book “Defining Moments” is a bringing together of the Four Vs in terms of moments that matter. It is in defining moments that the individual understands more fully the journey they have been on, the impact they are having, the next steps they need to make and whether they are fulfilling the aspirations they have set themselves.

SECTION 7

GENERIC THEMES ABOUT HOW LEADERS STEP UP SUCCESSFULLY INTO DEMANDING LEADERSHIP ROLES IN A SUSTAINED WAY

What has flowed from the continued application of the Four Vs and the further work leading to the other publications is the importance of the four strands of coherence, context, courage and co-creation in enabling individuals to step up and thrive at times of change and be able to sustain their leadership successfully. Identified below are key elements of these strands. These conclusions are based on examining the longitudinal effect over a 5 year period.

A	Coherence	A1	Being comfortable in yourself as a leader
		A2	Knowing and living your values
		A3	Ensuring personal wholeness
B	Context	B1	Understanding current reality
		B3	Seeing opportunities
		B3	Recognising moments that matter
C	Courage	C1	Being willing to do what you believe is right
		C2	Being willing to step up effectively
		C3	Choosing your attitude
D	Co-creation	D1	Building effective engagement
		D2	Creating shared agendas
		D3	Celebrating outcomes

This section looks at each of these in turn.

A – Coherence

A1 – Being comfortable in yourself as leader

This involves being clear in your own vision about who you are as a leader, knowing how you balance the four Vs of vision, values, value-added and vitality, recognising the balance you bring in your leadership between being a visionary, a servant leader,

a teacher, a coach, a radical and in particular knowing to what extent the healing role is important for you.

It involves recognising how you balance different types of consideration such as the balance between clarity and conviction when you make decisions, between being a radical or a healer, between when you are reflective and when you are decisive and, being clear what you are rooted in, while at the same time being clear how you are keeping fresh. It includes continually balancing, your priorities and recognising the tensions sometimes between, the short and the long term, your work and personal priorities, and, your responsibilities to your family, your colleagues and your community.

A2 – Knowing and living your values

This includes the themes of: the values that underpin your priorities, perspectives and behaviours; the balance between organisational and personal values; addressing whether applying your values might mean you take a different direction and find a new future. It means being conscious about what are the underpinning values that enable you as a leader to keep your personal perspective and that of the organisation you lead through times of change. It can mean the leader asking what are the values that help them and their organisations step up during challenging times. It might mean ensuring that the values and their impact are “health-checked” from time to time to ensure they are in reality influencing decisions in a constructive way.

A3 – Ensuring personal wholeness

Common themes in all the conversations and in the writings are about the importance of: physical, intellectual, emotional and spiritual wellbeing; building rhythms that work for the leader in the use of their time and energy and knowing the sources of energy and how they are nurtured. This is particularly highlighted in how the individual: keeps up their vitality when they are going through sustained pressure; ensures the right balance between being rooted and renewed; paces their energies in a way that is not discordant with people who are important in their lives; grows and renews their resilience; and, ensures regular reflection which links the past and the future with a regular rebalancing of personal priorities and aspirations.

B – Context

B1 – Understanding current reality

This includes: being as objective as possible about current reality, recognising that as leaders they will be influenced by their own perceptions and the perceptions of others; the leader triangulating their views with the views of others so there is a rigorous testing out of perspectives; being clear what approaches the leader is rooted in so that there is no scope for misunderstanding due to cultural differences; being clear what are the facts and what are the emotions, and accepting that leaders are dealing with a reality that is constantly changing.

B2 – Seeing opportunities

This is centred on: believing that whatever the changes there are always opportunities; recognising that the most successful leaders will be those who can see and take advantages of opportunities; acknowledging that taking up opportunities well involves taking calculated risks. It is based on seeing and taking opportunities within an understanding of the wider context and being willing to be radical so that the leader sees opportunities and views them positively.

B2 – Recognising moments that matter

A consistent theme in the conversations with senior leaders and in the writing is the recognition of the importance of particular moments. It is getting the balance right between: clarity of vision while reviewing that vision on a regular basis; recognising that the value-added the leader brings may well need to change over time; recognising that there are crossroads when decisions need to be taken; accepting that sometimes there is a moment for a decision even when information is only partial, and accepting that times have changed and the moment has passed.

Looking to the future and recognising moments that matter is about: building a rhythm of future moments; ensuring that previous patterns are well understood and provide a framework of understanding for the future; and, accepting that the individual leader can seize a moment and make a huge difference.

C – Courage

C1 – Being willing to do what is right

This is a constant theme through the writing covering leaders in both a secular and a Christian context. Elements include: understanding your values and convictions; giving yourself time to think through to the right answer; testing out what you think is right with others; and, being willing to be bold in how you take forward decisions.

C2 – Being willing to step up effectively

Some of the key themes here include: being clear about what is the value-added you have brought in the past; understanding what is the value-added expected by your colleagues and how you want to develop and grow that in the future; and, accepting where you need to raise your game and grow in your confidence so that you can step up as a leader successfully. It involves asking how a demanding future can enable you to see opportunities. It is about being aware of how strongly you are rooted in your own understanding of yourself and your own values so that you can be confident in taking forward radical approaches. Crucially, it means being clear how you balance clarity and conviction so that you can demonstrate courage in taking difficult decisions well.

C3 – Choosing your attitude

An underlying theme is that although we may not think we have many choices, there is always a choice to make about our attitude. Key expressions of this are the attitudes of the leader to: seeing change as a problem or an opportunity; seeing different views as opposition or fresh thinking; seeing questions about the future as a constraint or as the opportunity to use time and energy in new ways; regarding decisions as a burden or the chance to influence; and, seeing a key milestone as the end of an era or the start of the next phase.

D – Co-creation

D1 – Building effective engagement

This theme runs strongly through all the conversations and writing and is central to the leader building a shared vision and developing and growing their understanding of themselves and their future. Key elements include: demonstrating effective listening; building trust through effective engagement; ensuring conversation is dynamic and growing; seeing communication as multi-dimensional starting from listening and going through influencing, building partnership, building teams and persuading; building a strong sense of shared endeavour and purpose; recognising the contribution of complementary inputs, using difference to good effect and, building effectively on the contribution of others.

D2 – Creating shared agendas

Throughout the research it has been clear that progress is greatest where there have been shared agendas. Key ingredients of success have included: shared understanding of the facts; as much agreement as possible about objectives; a willingness to be a healing leader where there have been differences so that a common agenda can be re-established; an acceptance that shared reflection time is one of the most effective ways of creating a common purpose and shared agenda; and the belief that time creating shared agendas is rarely wasted.

D3 – Celebrating outcomes

Co-creation requires both effective engagement and shared agendas. Celebrating outcomes is highly desirable if co-creation is going to continue to mature. Celebrating outcomes involves: allowing time for reflection; setting clearly agreed milestones and outcomes; knowing what energises people so that a sense of celebration can allow a recharging of energy for the next steps; never diminishing the values of individual contributions, however modest and; knowing what gives people vitality and reinforcing the scope to enhance that vitality.

SECTION 8

DEVELOPMENT OF THE APPLICATION OF THE 4 Vs and 4 Cs OVER TIME

The application of the four Vs and the four Cs has evolved since 2005 with their application becoming more fluid and dynamic. When the 4 Vs were initially applied they often led to conclusions that would apply over a period of a few years. They increasingly have both a long term and a short term dimension. Long term clarity for an individual about, their vision of what success is, the values that matter most to them, where they add value and their sources of vitality is important.

But in the fast changing world with sharper economic and global pressures, there needs to be a counterbalancing focus on a vision about issues over the next two weeks, how relative values are weighed, what is the value added contribution only the individual can make and how do they maintain their resilience and not only their vitality.

Similarly the leader cannot assume the 4 Cs are a constant. Maintaining personal coherence can be much more difficult when pressures are relentless and divergent. The ever changing context requires an unrelenting alertness to changed pressures and expectations. The focus on co-creation means constant re-evaluation of the motivation of others. Courage is often about keeping ahead of the game and basing decisions on limited information.

While the application of the 4 Vs and 4 Cs is evolving, their relevance is increasingly important. It is the application of these themes in combination in a fast changing world that allows leaders to grow, survive and thrive. For example, a newly appointed Permanent Secretary of a Government Department has both a long and short term clarity of vision about success, is clear as to their key values, is always re-evaluating what only they can do, knows the best ways of retaining their vitality, is carefully keeping a check on their sources of personal coherence, is fully aware of the demanding context they are in, is deliberately co-creating next steps with others and is willing to take necessary, courageous actions. This individual is sustained through both focused energy and careful reflection, and is very conscious of the need to be on the balcony and the dance floor at the same time.

Observing leaders step up successfully has reinforced the importance of enabling them to recognise and respond effectively to key moments. In the constant speed of activity the focus on defining moments is increasingly valuable in encouraging individual leaders to stop, reassess, and crystallize their learning and move on.

Some of these same themes are echoed in current literature such as, viewing leadership as a collective process (Martin, 2007), collaborative leadership in an inter-connected world (Archer and Cameron, 2009), the rise of complex challenges and living with a world of interruption (Criswell and Martin, 2010), empowering leaders in organisations to make choices (Martin, A 2010), thinking about how your life is judged (Christensen, 2010) and recognising that there are different sources of value as you make decisions (Blenko, 2010).

What I am continuing to do is use the inductive approach drawing from an ever wider range of observations and then drawing generalisations and patterns that apply to the challenges leaders have going forward. The experience of recent months since writing the first draft of this submission has been to reinforce the relevance of the 4Vs and 4Cs even more strongly.

SECTION 9

LIMITATIONS OF THE APPROACH

There are inevitably limitations in the approach adopted. This section sets out some of those limitations and the author's response.

(a) This was not a major, longitudinal study over many years.

Ideally a study takes place over many years within the same environment. The context is changing so rapidly that a longitudinal study over many years would not be particularly relevant in looking at stepping up into leadership and sustaining that leadership. However, this research has been done over a period of six years which means it has been conducted over a reasonable period of time:

(b) The individuals who have participated have been a similar group of people with a limited range of experiences.

The group who have been studied have been varied in that they have included people in the public, private and voluntary sectors. The age has varied between people in their 30s to their 60s. Inevitably, the conversations have been with those in senior leadership roles which limit the number of people who could be included in the study to those who are in senior leadership roles. The author believes that the relative degree of similarity of the experiences of the participants, whatever sector they are in, enables sound generalisations to be reached.

(c) This is not a precise empirical study.

The work has been systematic and rigorous, based on conversations with a wide-range of leaders in senior roles. It is true that the individuals were not selected by a statistical sampling technique but the range of individuals interviewed and the length of time that the conversations have continued with individuals in leadership roles means that there is coherence in the evidence collected which means that thought through, rigorous and system conclusions can be drawn.

(d) The relevance of the study is limited to the United Kingdom.

Most of the participants have had leadership roles in England, Scotland, Wales or Northern Ireland. However, a number of individuals with whom the author has had detailed conversations have been from outside the UK. These ideas have been tested in workshops across four continents.

SECTION 10

EVIDENCE OF IMPACT AND CONTRIBUTION

Evidence of the impact of this approach to leadership development based on the four Vs and the four Cs includes the wording in the foreword to “Business Coaching” by Richard Donkin, the Financial Times columnist who describes Peter Shaw as, “one of the UK’s most experienced coaches”. Rhyer Rigby quotes Peter Shaw on a regular basis in his Financial Times column (e.g. 20 September 2010, 06 December 2010, 21 February 2011, and 25 April 2011.).

Sir Gus O’Donnell, the Cabinet Secretary and Head of the UK Home Civil Service wrote to the author on 11 November 2010, saying,

“Thank you for the help you are giving to various senior members of the Civil Service. It is much appreciated and I am sure you are helping to improve the quality of our leadership.”

Of the group who were on the UK Government High Potential Development Scheme in 2004/05 which applied the four Vs as part of their leadership development, a significant number have now been promoted into major leadership roles, e.g. for a new Permanent Secretary at a UK Department, the focus on the “value-added” theme led to a distinctive emphasis on, “what is it only you can do?” This has meant that she has stepped up successfully into one of the most demanding roles in the UK Government. For another Permanent Secretary a key focus was on the vitality theme as his leadership journey took him from being the UK representative on the IMF Board to be Private Secretary to the Prime Minister, and then to becoming a Permanent Secretary.

A number of the others participants on the High Potential Development Scheme with whom I worked with on the Four Vs of leadership are now Director Generals and Chief Executives in such diverse organisations as the Department of Energy and Climate Change, HM Treasury, the Valuation Office, the Department for Works and Pensions, the Home Office, the Scottish Government, the Welsh Assembly and the Ministry of Justice. I regularly get feedback about the significance of the Four Vs from these individuals on their leadership journey.

Five UK Permanent Secretaries of Government Departments have endorsed the analysis and impact of the research that has gone into the books in the forewords they have written to the books. These are, Sir David Normington (The Four Vs of Leadership), Sir Nick Macpherson (Making Difficult Decisions), Sir Hugh Taylor (The Effective Christian Leader in the Global Workplace), Sir Suma Chakrabarti (Raise Your Game) and Dame Lesley Strathie (Defining Moments). For example, Sir Suma Chakrabarti says in his foreword,

“He (Peter Shaw) has always been an encouragement to meet. I know from those he coaches that his supportive yet stretching approach is greatly appreciated. Many speak warmly of his coaching and as a result, have raised their game beyond their expectations.”

The approach to leadership development based on the four Vs and four Cs has underpinned the work with students and alumnae at Newcastle University Business School, Warwick University Business School and Regent College at The University of British Columbia. The day workshops at Warwick University have drawn people from as far as St Petersburg. The author was appointed Visiting Professor of Leadership Development at Newcastle University Business School in 2008 and has worked with a range of Masters and Doctoral students as well as alumni.

The books have provided a valuable basis for workshops with leaders going through times of major transition. For example, the book, “Raise Your Game” has been used as the basis for workshops covering: UK Government Departments, the Scottish Health Service, the UK Judicial Office, Warwick University Business School, the Diocese of Oxford, Anglican Bishops in England, school head teachers, management consultants and Newcastle University Business School alumnae. In March 2011 it will be used as the basis for workshops with leaders in Singapore.

Individuals and teams who have worked with the author acknowledge the importance of the four Cs in sustaining their leadership impact. For example, a leading Appeal Court Judge affirms that the four Cs of coherence, context, courage and co-creation have been fundamental to his becoming increasingly confident and influential in his leadership role of the Appeal Court and within the Senior Judiciary more generally.

A number of the senior leaders influenced by the approach of the four Vs and four Cs have now built this prospectus into their own leadership approach. For example,

Charlie Massey, a Director in the Department of Works and Pensions, has used the four Vs as a template for his approach to successive new jobs and the four Cs as a way of reviewing his progress.

The effect of the approach based in the Four Vs and Four Cs has influenced groups and individuals through the coaching, the workshops and the books. Evidence has included:

- Job Centre Plus circulating 1,000 copies of “Riding the Rapids” to managers and using it as a basis for ensuring their managers could handle change well,
- An international retailer using over 3,000 copies of “Riding the Rapids” with their managers to enable them to think through how they handle turbulent times,
- A number of Government organisations using the Four Vs as a framework for leadership development events,
- Sir Gus O’Donnell using the theme of “Defining Moments” at a major awards ceremony to mark the way senior leaders step up to deliver outstanding outcomes, and
- The Scottish NHS using “Raise Your Game” as the theme for two major leadership development programme.

The contribution of the work based on the Four Vs and Four Cs for leaders has covered:

- Developing understanding about how leaders step up and sustain that leadership,
- Contributing to on-going debates about the nature of effective leadership,
- Enhancing the leadership effectiveness of individual leaders and leadership teams, and
- Growing a next generation of leaders who embody the Four Vs and Four Cs in their approach.

The contribution of the research work to knowledge and theory has been reflected in the drawing in of the author to work with Business Schools and the invitations to speak across different continents. The fact that the author's approach builds an existing conceptual frameworks and develops them further has been recognised by international and national organisations seeking to develop a confident leadership who can respond to rapid change constructively. They have seen in the author's

conceptual framework and application, a rootedness in both the reality of leadership in the 21st century and the rigour of theoretical leadership analysis.

The author's work in building on what has been written before is making an applied contribution to leadership development theory. The approach is continually being tested with new individuals and groups and is standing scrutiny. It provides a sound basis to build on for further analysis of what makes most effective leadership over future years. The work provides a good basis to advance discourse and dialogue for the future.

As evidence of the contribution to wider knowledge and learning about effective leadership Marshall Cavendish have now commissioned the author to write a book entitled "Getting the Balance Right" which will draw from the work done in preparing this submission. It will take forward the approach based around the 4Cs and draw extensively on further conversations with leaders. It is due to be published in October 2012.

SECTION 11

FURTHER AREAS OF EXPLORATION

This paper has taken stock of the essential pre-requisites for leaders to step up successfully into demanding leadership roles and be sustained in those roles. The next stage of exploration is involving further work and writing in five areas, namely:

- What type of leadership approach is needed in 2011? This work is focusing on how to get the right balance between; leadership and management; the short-term and the long-term; the team and the individual; activity and reflection; and being resolute and adaptable. An initial outcome was a booklet entitled “Living Leadership: finding equilibrium” published by Praesta based on conversations with a range of leaders. The booklet has been used as a basis for workshops in a range of different organisations in the UK and in the Netherlands and Hungary. The next stage is the book entitled “Getting the Balance Right” referred to in the previous section.
- How leaders can keep calm and reflective whatever the pressure. This will be covered in a book called, “The Reflective Leader: standing still to move forward” which was published in June 2011 by Canterbury Press and is jointly authored with Alan Smith, the Bishop of St Albans.
- How leaders survive and thrive when change is continuous and relentless. This will be covered in a book called, “Thriving in Your Work: a step a week” to be published by Marshall Cavendish in October 2011.
- How leaders balance reflection and action. This has been written up as a management fable entitled, “The Water Levels are Dropping” and is currently with a publisher for potential publication in Spring 2012.
- What makes an effective leadership team: looking through the lense of a Christian perspective? This book is to be jointly authored with Judy Hirst and will be published by Darton Longman and Todd in 2013.

In workshops with a number of different organisations themes such as personal and organisation resilience, maintaining peak performance and leading change effectively take forward the analysis of the four Vs and four Cs further with different groups while taking account of their particular circumstances.

In this further work the approach based on the four Vs of vision, values, value-added and vitality will continue to provide a strong foundation. The further work will continue to apply the tests of personal cohesion, understanding the context, bringing

courage and enabling co-creation in enabling leaders to step up successfully into demanding leadership roles and be sustained within them in an ever widening range of contexts.

Peter Shaw

June 2011

ANNEX A

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- A1** - **Primary Sources**
- A2** - **Secondary Sources**

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LIST OF BOOKS AND BOOKLETS SUBMITTED

All the following were published within the relevant five year period of November, 2005 to November 2010 except 'Mirroring Jesus as Leader'.

Mirroring Jesus as Leader, Cambridge: Grove 2004

Conversation Matters: how to engage effectively with one another, London Continuum, 2005

The Four Vs of Leadership: vision, values, value-added and vitality, Chichester: Capstone 2006

Finding Your Future: the second time around, London: Darton, Longman and Todd, 2006

Business Coaching: achieving practical results through effective engagement, Chichester: Capstone, 2007 (Co-authored with Robin Linnecar)

Riding the Rapids: how to navigate through turbulent times, London: Praesta, 2008 (Co-authored with Jane Stephens)

Making Difficult Decisions: how to be decisive and get the business done, Chichester: Capstone, 2008

Deciding Well: a Christian perspective on making decisions as a Leader, Vancouver: Regent College Publishing, 2009

Raise Your Game: how to succeed at work, Chichester: Capstone, 2009

Seizing the Future, London: Praesta, 2010 (co-authored with Robin Hindle-Fisher)

Effective Christian Leaders in the Global Workplace, Colorado Springs: Authentic/Paternoster, 2010

Defining Moments: Navigating through business and organisational life, Basingstoke: Palgrave/Macmillan, 2010

**SIGNED STATEMENTS
ABOUT JOINT AUTHORSHIP**

JOINT AUTHORSHIP
"BUSINESS COACHING"


The process started with Peter and Robin Linnecar thinking carefully about the main themes they wanted to address in the book. They agreed on the chapter headings and the topics to go within each chapter.

Robin Linnecar did the first drafts of Chapters 3, 4, 9, 10 and 13. Peter did the first drafts of 2, 5, 6, 7, 8, 11 and 12.

The initial and concluding chapters, chapters 1 and 14 came out of detailed dialogue between Peter and Robin which Peter then wrote up as a result of their joint thinking.

We then considered the text written up by each other and further improved it through offering suggestions and improvements. In summary:

- Chapters 3, 4, 9, 10 and 13 were Robin's chapters, with additional thoughts and suggestions from Peter
- Chapters 2, 5, 6, 7, 8, 11 and 12 were Peter's chapters incorporating suggestions from Robin
- Chapters 1 and 14 were drafted by Peter and based on intensive dialogue between Peter and Robin.

Peter Shaw.....

Robin Linnecar.....

Date.....

JOINT AUTHORSHIP
"RIDING THE RAPIDS"

This booklet was researched and written by Peter Shaw and Jane Stephens. This was a fully joint exercise with Peter and Jane talking through issues with different leaders in the public, private and voluntary sector and with other colleagues operating in the same area.

The distillation of the research into the key themes was a joint exercise as was the writing up of the booklet.

Peter Shaw.....
Pete Shaw

Jane Stephens.....
[Signature]

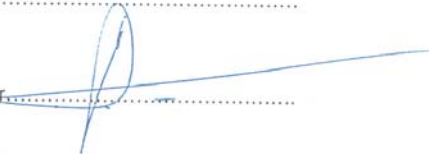
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24 January 2011

JOINT AUTHORSHIP OF
"SEIZING THE FUTURE"

This booklet was researched and written by Peter Shaw and Robin Hindle Fisher. Peter was responsible for the research work for the booklet, the identification of the key themes and the preparation of the document.

Robin acted as a sounding board, influenced the design of the themes and made sure that the text was readily compatible with the circumstances of leaders in key parts of the private sector.

Peter Shaw.....

Robin Hindle Fisher.....

Date.....