The Five Dimensions
of Leadership:

OWNERSHIP

THE INSTITUTE OF
LEADERSHIP
& MANAGEMENT

Introducing The Institute of Leadership & Management's
Leadership Framework

Leadership and thinking about leadership continue to evolve and we have developed a framework that captures the, often elusive, dimensions of great leadership. Our framework is not intended to be a static representation but an evolving description of what we understand great leadership to be.

We based the design of our framework on extensive research into the knowledge, skills, attitudes, behaviours and values that enable leaders to achieve successful outcomes in any private, public or voluntary sector organisation and although we recognise research into, and expert discussion about leadership has been going on for decades, our focus is leadership for the 21st century. We draw on fifteen years of our own on-going research into leadership and what people in organisations have been telling us

about the experience of leading, being led, studying and witnessing leadership in a wide range of contexts. We identify five separate dimensions of great leadership, namely: ownership, achievement, collaboration and vision, with authenticity at the heart and centre of the framework. We endorse management philosopher Charles Hampden Turner's definition of authenticity as being ''what lies between people'' a recognition of the importance of relationships to everyone who leads or aspires to lead.

We also recognise that every leader has knowledge and experience specific to their own leadership situation. This 'sixth' dimension we describe as expertise or occupational competence and we place it outside our framework as the context in which leadership takes place is fundamental to how leaders understand and enact the five dimensions.

Each dimension has many component parts and we appreciate there is much overlap between them, several areas of interdependency and on-going debates about the extent to which leadership differs from management. Even those most inclined to see leadership and management as separate activities accept that there is no single definition of each and we also recognise that ideas about what is leadership and what is

management have changed over time. Our framework is designed to highlight the complexity of leadership, and a recognition that great leadership is always a work in progress.

Most recently The Institute of Leadership & Management surveyed over 1200 employees in the UK to research their experience of leadership, what it looks like and the particular leadership styles and behaviours that are linked to high performance.

How we define great leadership

Authenticity

Authentic leaders understand the contribution they make and the impact they have on those around them. They understand the power of conversation and how to listen, recognise what underpins ethical decision making, and know their inner values and act in accordance with them. They create a culture that is supportive, enjoyable and empowering, understand their values and how they align with those of the organisation, challenge themselves and others and earn trust.

Vision

Visionary leaders inspire people to action and achievement by defining the destination and the journey to get there. They recognise the need for change and constantly adapt, identify and evaluate risk and link the present to the future and encourage people to build that future. They encourage idea generation, inspire those around them, recognise and nurture technological and other innovations and have an entrepreneurial mindset.

Achievement

Achieving leaders recognise the importance of a healthy workplace. They set clear expectations, monitor performance and give feedback, are resilient, adapt to changing circumstances and are mentored and mentor. They focus on outcomes, understand the HR frameworks within which they operate, have coaching conversations, contribute to the sustainability of their organisation and succession plan by encouraging talent and helping people grow and develop.

Ownership

Leaders demonstrate ownership by identifying and taking opportunities. They take responsibility and are accountable for their decisions and the decisions of their team, build trusting relationships with all colleagues, delegate appropriately, and take a positive approach to mistakes and apportioning blame. Leaders demonstrate ownership by managing their time to maximise impact, by knowing when to make decisions, by being solution focused and by encouraging reflective practice. They are socially responsible in all of their activities, take responsibility for their own learning and understand the role of their personal brand in developing their credibility.

Collaboration

A collaborative leader understands the dynamics of all teams including distributed ones and the value of internal and external networks. They build great project teams, are emotionally intelligent and sensitive to the needs of others, take a proactive approach to managing stakeholder interests and views and are culturally intelligent and manage diversity. A collaborative leader invests in relationships with customers, aims for win:win outcomes, runs productive meetings, recognises the importance of formal and informal communication and deals effectively with conflict.

Ownership

Why ownership?

Psychological ownership includes the readiness to be responsible, take initiative, be decisive, solve problems, delegate, abstain from blaming, and, to regularly reflect objectively on events and one's own actions.

Decision making and problem solving are core leadership responsibilities: "Inaction or procrastination is not a prudent alternative as it mostly results in missed opportunities" (Yamoah, 2010, p.419). Torbett et al (2004) refer to the importance of 'response–ability'. Delegation is also important – leaders do not do everything themselves. As Gallo advises though "[d]on't walk away from a task you've delegated. Stay involved but let your employee lead the way" (2012, p.1).

The damage done to the morale of employees when their leaders shirk responsibilities and deflect blame onto others should not be underestimated (Miller, 2008). Furthermore, when mistakes have in fact been made by employees, taking a developmental, problem-solving perspective rather than a judgmental one can help individuals learn from their experience and improve their organisational performance (Tjosvold et al, 2005).

Furnham (2010) notes that good leaders tend to proactively seek honest feedback about their own performance. Indeed, a person's ability to be self-aware and reflect systematically, continuously and objectively on events and their own role in them is considered by many as a significant factor in the likelihood of that person being effective in their work (for example, see Argyris, 1976; Kolb, 1984; Ross et al, 1994; Goleman, 1998; Nesbit, 2012). Reflective leadership has been shown to improve organisational performance (Castelli, 2016).

We can learn much from the negative behaviour of our leaders. For example, leaders who do not care for us, who avoid delegating and try to do everything themselves, who control what we can and cannot do, who emphasise their status, who are indecisive and fail to deliver (Owen, 2014).

"The biggest lesson I've learnt in forty years is this, that culture of an organisation is critical, it is the key."
Dame Kathy August

Showing ownership is about personal actions and applies to others as well as those in a formal leadership role. Senge (2006), in writing about 'personal mastery', links high levels of commitment and willingness to take initiative with a deep sense of responsibility. Such people become committed to a process of learning which feeds organisational learning, producing a 'learning organisation': "an organization that is continually expanding its capacity to create its future" (Senge, 2006, p.14). The reward for these organisations is growth, development and excellence. This view of leadership means it is not fixed and that many individuals in an organisation can make a difference – both alone and together. Taking responsibility is also central to Coleman's argument – leadership requires developing the habit of accountability for outcomes, including when working with others (2012).

This idea of leadership as linked with ownership, learning and sharing is reflected on by Doyle and Smith who suggest that "involving those with a stake in the situation – especially those at the sharp end – gives a chance for insights to emerge" (2001, section 3); however, as they go on to note, the responsibility of contributing to shared leadership can be seen as too onerous. Doyle and Smith also highlight that "alongside spreading ownership and cultivating learning we need to develop open and productive ways of sharing our thoughts and feelings" (2001, section 3). Moving beyond personal actions there are also alternative organisational structures that can create a deeper sense of ownership (read about Tiptree preserves on page 10). Whatever context we are in, as individuals and leaders we can reflect on our own preparedness to take psychological ownership.

What does the everyday practice of Ownership in leadership look like?

Great ownership requires leaders to take personal responsibility for their everyday behaviours, actions and interactions. Our research looks at how leaders show they accept ownership and ways they display poor ownership. The survey results reveal leaders' ownership behaviours on listening, standing up for their team, rethinking views, decision making and reacting helpfully when things go wrong. Reflecting critically on events and their role within them can help leaders improve their sense of ownership.

This report builds on our Authenticity Report (Institute of Leadership & Management, 2017) which highlights that authentic leaders lead by example and are "viewed as a positive role model by their staff" (p.6). They own their everyday behaviours and they focus on "creating an environment of trust" (p.10). This Ownership Report uncovers more ways to develop leadership expertise.

> "
> **Personal development is encouraged as is learning from mistakes as an individual and as a team where appropriate and where it is not used as a shaming exercise.**

How do leaders show Ownership?

Reassuringly, about half (46%) of those surveyed have leaders who frequently act as role models, showcasing positive leadership behaviours – being socially responsible as great corporate citizens (Figure 1). Leaders who act as positive role models are influential, showing colleagues' helpful ways to act within the team. This positive indicator of ownership is seen more often in the third/ voluntary sector (55%). Meanwhile more than half of leaders in the public (53%) and private (56%) sectors frequently fail to act as positive role models for staff.

Leaders who are closely connected with their team can be more confident that the team is working effectively and is on task. This can make it easier to show key ownership behaviours.

Leaders display responsibility by standing up for their teams. In our survey just over half (54%) of leaders do this frequently (Figure 2). Younger workers aged 18 to 25 reported this more often (68%) than older workers, especially those aged 52-70 (48%). Why this difference exists is unclear. Whatever the reason, staff do benefit when their leader stands up for the team. Though it is reassuring that only 15% of staff report that

> "
> **Any disagreements are squashed and where that can't be done straightaway, the senior managers gang up on them.**

their leader rarely or never stands up for their team the picture is particularly discouraging in manufacturing where this happens one- fifth of the time (21%). In all industries leaders need to work even harder to stand up for their teams.

Fortunately only 11% of leaders frequently hold their team responsible for things beyond the team's control (Figure 3). This unreasonable behaviour can lead to negative feelings and a lack of trust. Building trusting relationships with all colleagues, including more senior leaders is important.

Things will go wrong at times and strong leaders respond quickly and constructively, avoiding blaming behaviours. Strong role models do not waste time blaming, labelling or criticising. Instead, they listen to positive and constructive comments by team members as these can lead to constructive improvement. Unfortunately our survey only found this positive behaviour in 11% of leaders which means an enormous 89% of leaders will listen to negative talk (Figure 4).

> "
> **Many individuals preach leadership and yet rarely, if ever, display it. They then try to coach others regarding leadership traits without understanding they are not the shining example themselves.**

Figure 1: Act as a positive role model for staff

frequently
less than frequently
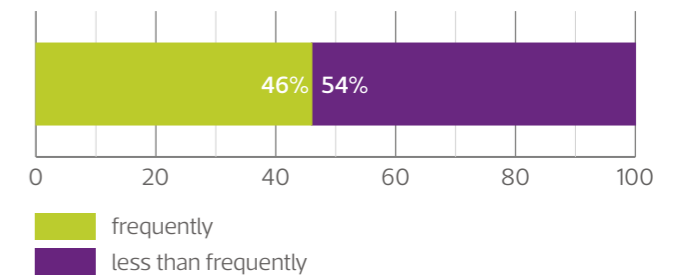
Figure 2: Stand up for their teams

frequently
less than frequently
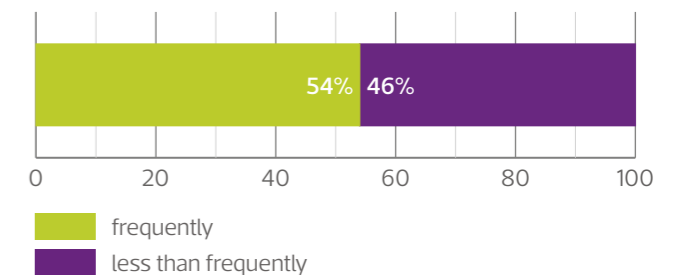
Figure 3: Hold their team responsible for things beyond the team's control

frequently
less than frequently

Figure 4: Listen only to positive comments

frequently
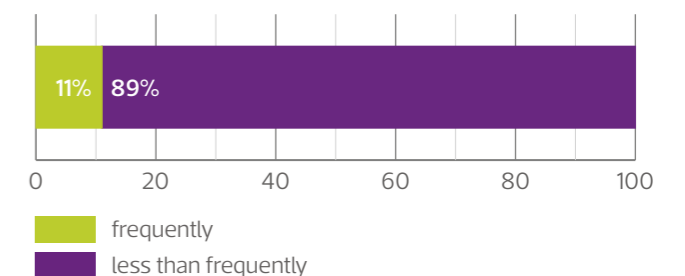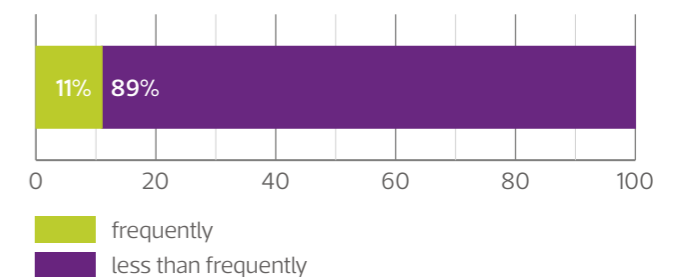less than frequently

> " I think my manager is fantastic and I have the greatest respect for him. He shows real care and compassion for the team and isn't afraid to be on our side and stick up for us in front of senior managers or customers. He leads by example.

> " My organisation is full of people who are genuinely and sincerely trying to be their best, who believe in the development of human potential and who see mistakes for what they are – learning opportunities.

> " The reason I have registered as an ILM student is so that I can learn how to lead, manage and coach others in the absence of a positive role model.

> " Our "leader" is only concerned with one thing and that's to get the job done. No interest in staff or their issues.

> " toxic, blame culture perpetuated by the leader in question and her line manager.
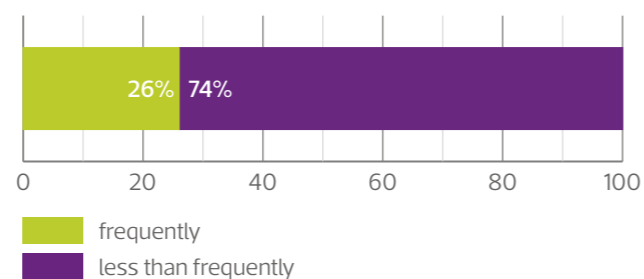
Avoiding blaming, standing up for the team, not holding teams responsible for things beyond their control and listening to positive comments are terrific characteristics to develop. The emphasis needs to be placed on learning from any mistakes that do happen.

A leader's willingness to rethink their own point of view is critical but in our survey it is disappointing that only one-quarter (26%) of leaders frequently display this characteristic (Figure 5). These leaders are likely to be listening to team members. We found little difference across most industry sectors so leaders routinely need to undertake critical reflection and encourage reflective practice.

To take initiative, be decisive and solve problems leaders needs to be engaged with their team. Our survey found that less than one-quarter (21%) of leaders are so closely involved that they frequently seek to determine all decisions in their area, whether important or not. Also, fortunately, only 6% never get involved with decision making. The majority of leaders are involved with decision making to some extent (Figure 6). Frequent

decision making may indicate leaders are micro-managing and focusing on details which could be the responsibility of team members. This may also show leaders lack confidence to delegate appropriate decisions to others, or there may be a low level of trust. Being an effective leader requires judgement and detailed awareness of team members' abilities, plus personal time management to maximise impact. Leaders cannot simply adopt a list of specific behaviours. Great ownership requires leaders to reflect critically on events and their role within them – to take responsibility.
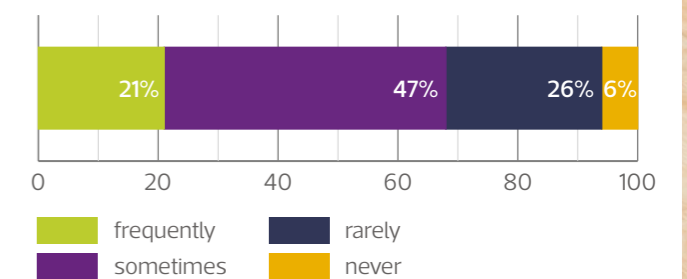
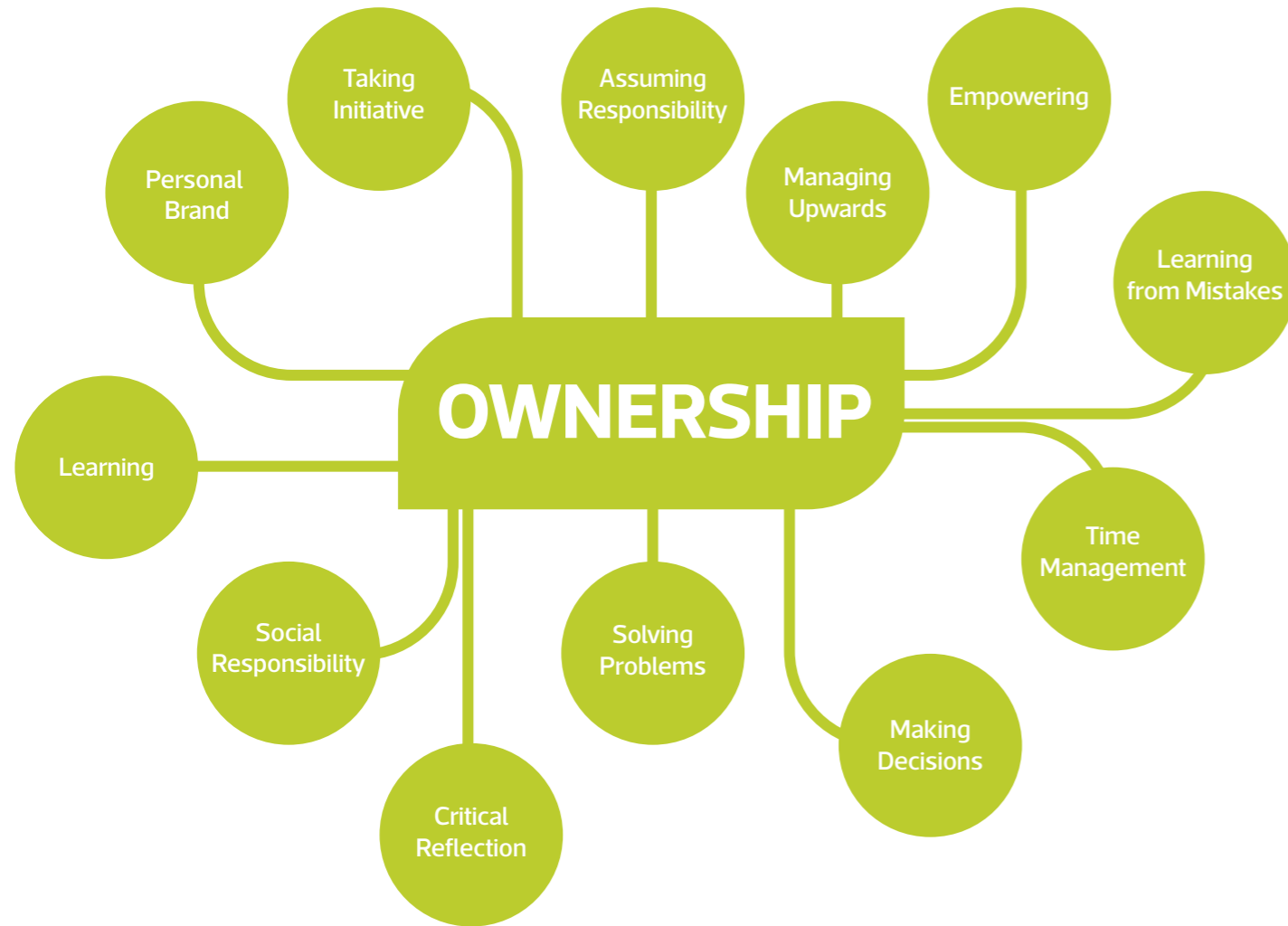Figure 5: Show willingness to rethink their own point of view

26%	74%

0   20   40   60   80   100

- ■ frequently
- ■ less than frequently

Figure 6: Seek to determine all decisions in their area, whether important or not

21%	47%	26%	6%

0   20   40   60   80   100

- ■ frequently
- ■ sometimes
- ■ rarely
- ■ never

OWNERSHIP

- Taking Initiative
- Personal Brand
- Assuming Responsibility
- Managing Upwards
- Empowering
- Learning from Mistakes
- Learning
- Time Management
- Social Responsibility
- Solving Problems
- Making Decisions
- Critical Reflection

'Tiptree' preserves

Ownership can extend beyond a leader's actions. Firms like Wilkin and Sons who make 'Tiptree' preserves are embracing employee ownership as a business model – convinced that ''employees who work in a company in which they have a stake are more motivated and committed'' (Employee Ownership Association, ND). Co-ownership, success and sustainability are linked. Employees have a stake, participate more fully and are given responsibility. Also, there is more innovation, a greater corporate social responsibility and superior performance. Combined sales of the top 50 employee owned firms grew at 2.5% above UK GDP in 2014-16 (Employee Ownership Association, 2016). Thus this business model offers distinct benefits to the UK economy.

Recommendations

Our research identifies aspects of that many of today's leaders understand the importance of owning their own performance and that of their teams. Taking responsibility for actions and interactions is empowering but organisational culture, colleagues and a lack of self-confidence all act as inhibitors. Taking ownership is a daily choice – leaders have to decide to take initiative, be decisive, be solution focused and avoid blaming. Leaders can also improve their ownership by reflecting critically on events taking place around them, be committed to their own learning and appreciate how their actions create their internal reputation and are emulated by their team members.

Our framework separates ownership into twelve elements offering pathways for self-development. It is evident from the research that leaders who are willing to stp up and take responsibility, consistently support their teams and keep on leaning deliver better outcomes.

Taking initiative

Leaders demonstrate ownership by identifying and taking opportunities

Assuming Responsibility

Leaders show ownership by taking responsibility and being accountable for their decisions and the decisions of their team

Managing upwards

Leaders demonstrate ownership by building trusting relationships with all colleagues

Empowering

Leaders demonstrate ownership by delegating appropriately

Learning from mistakes

Leaders demonstrate ownership by taking a positive approach to learning from mistakes

Time management

Leaders demonstrate ownership by managing their time to maximise impact

Making decisions

Leaders demonstrate ownership by knowing when to make decisions

Solving problems

Leaders show ownership by being solution focused

Critical reflection

Leaders show ownership by encouraging reflective practice

Social responsibility

Leaders demonstrate ownership by being socially responsible in all of their activities

Learning

Leaders demonstrate ownership by taking responsibility for their own learning

Personal brand

Leaders demonstrate ownership by understanding the role of their personal brand in developing their credibility

Our methodology

A questionnaire was devised based on an extensive review of the leadership literature. The survey was conducted for The Institute of Leadership & Management by YouGov during the Summer of 2016.

1201 people completed the survey, all working in a UK organisation. For analysis purposes, respondents were asked a number of questions about themselves and their employment. 52% describing themselves as being in a leadership role and 48% not. 49%were aged between 34 and 51. 46% identified as male and 54% as female. The leaders were employed in a number of industries including education, medical and health services, manufacturing, retail and construction. 46% were employed in the private sector, 42% in the public sector and 11% in the third/voluntary sector. 75% were educated to at least foundation degree level. Most of the questions were closed rating scales but the respondents had the opportunity to add additional information and commentary.

The survey was conducted in line with the Market Research Society (MRS) Code of Conduct. All responses were anonymous but respondents were asked if they would be willing to be contacted for PR purposes, and were also incentivised to take part in the survey.

Introducing our Ownership Companion

Dame Kathy August DBE

Educator extraordinaire Kathy August was founding Principal of the Manchester Academy in Moss Side.

Dame Kathy August DBE hit the headlines over a decade ago as she took on her toughest challenge yet as a teacher. Honoured in the 2014 New Year's Honours List for services to education, Dame Kathy August was previously founding Principal of one of the first academy schools. She transformed it from a "gang infested comprehensive" over five years when it was judged to be "outstanding" by Ofsted. She achieved this through a robust belief in individual children and their teachers, and a determination to prove wrong all those who said it couldn't be done.

"We've got to know as much about our youngsters as Tesco knows about me because by doing that you can actually spot before they get to those difficulties where the difficulties are going to be. ... ...

We've got to keep children's learning healthy by knowing very well about them through the data, through tracking it, through monitoring it and through evaluating it so we can identify a really good picture about their learning."

Dame Kathy August

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