

# Leading Excellence: 5 Hats of the Adaptive Leader



Audio Book Supplementary Resource Guide

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# Chapter 1 Adaptive Leaders



Figure 1.1: Overused leadership belief and behaviour.



Figure 1.2: Habit Loop

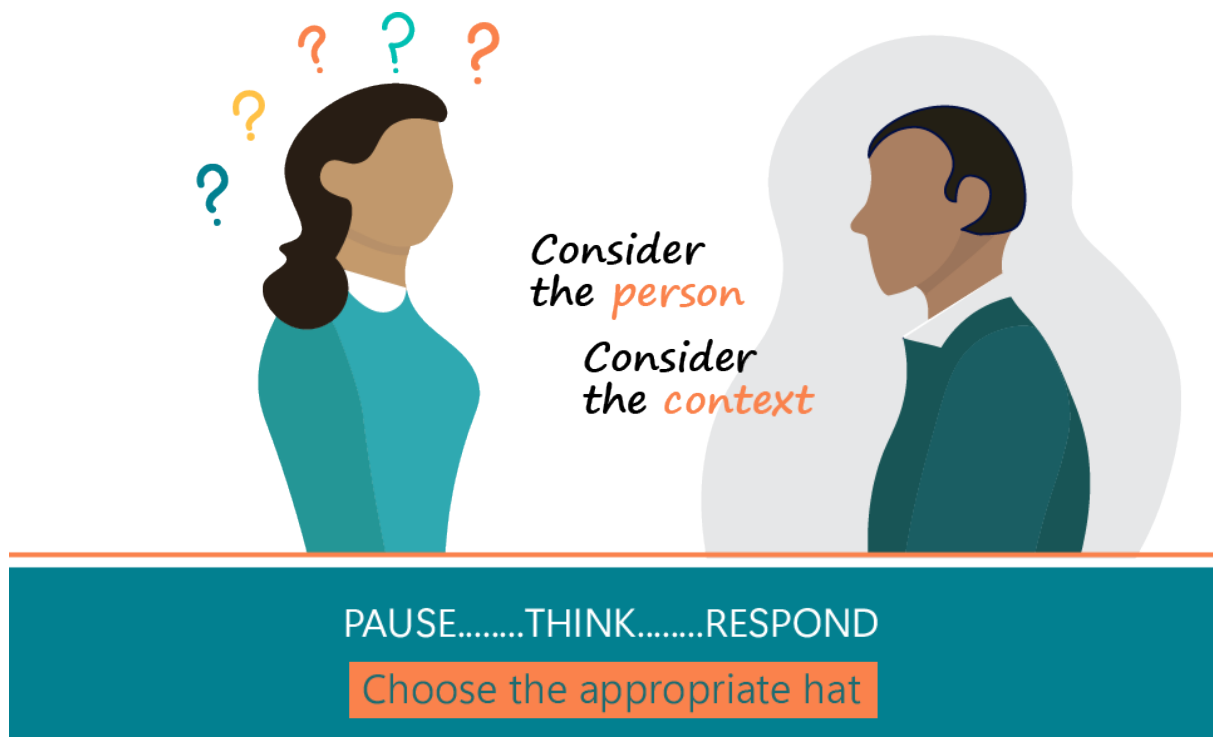


Figure 1.3: Adaptive Leader



Figure 1.4: Leadership Motivation and Habit Change

Table 1.1: Examples of person, context, and ideal behaviour

Person	Context	Ideal Behaviour
All people.	Safety situation.	Direct the person to stop, get out of the way, etc.
New employee, low level of skill and competence, highly engaged and motivated.	Has a question on how to perform a task. You know they are anxious as they are in a new role. They are also facing some challenges at home with one of their children's health.	Ask them how they are feeling, actively listen, and show empathy to their response. Ask them if they would like you to take them through some training on the process?
Long term employee, highly skilled, proud of their capability and job they do.	The employee has achieved poor results this month. You know they are struggling with a recent relationship breakup.	Support them by showing empathy and actively listening to their responses. Move into coaching once you have established a foundation of trust and calmer emotions.

Table 1.2: Activity 1

Use table 1.2 below to reflect on your leadership behaviours over the past few days. Consider people and context where you have slipped into the area of “Ultimate Carer” or “Know it All” leader. In the thoughts to improve column note how you could have approach each one differently to more effectively help the other person grow:

Ultimate Career	Know it all	Thoughts to improve

# Chapter 2: The Five Hats of the Adaptive Leader

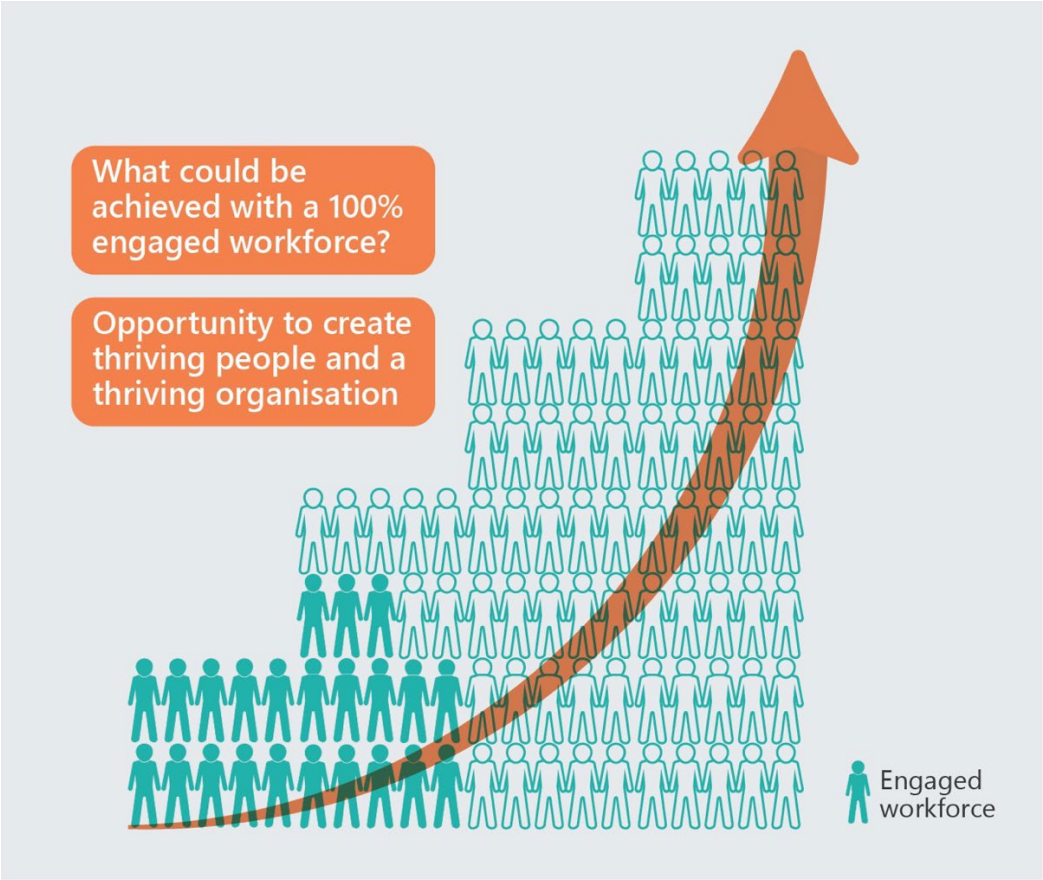


Figure 2.1: Global employee engagement opportunity (Gallup, 2023)



Figure 2.2: 5 Hats of the adaptive leader



Table 2.1: Person and context—inspire hat

Person	Context
Potential new ideal employee for the organisation.	This person is in a job interview, meeting with their potential new leader for the first time. They are motivated and engaged as they are keen to get the job.
A new employee who has a quieter personality and is process and data driven.	Just joined the team, currently in the onboarding phase. They are feeling nervous and excited. They know some initial information about the organisation and team's purpose, vision, and goals. As a leader, we know some initial information about them, but not their purpose, values, vision, and goals, either personally or at work.
An existing employee who is typically upbeat and energetic. They are social and highly talkative.	This employee is looking a bit flat; they have had a high workload recently and seem to be feeling tired and low on energy. You are unsure of other factors impacting them outside of work.
Long-term employee who is highly focused on others, a selfless person.	This person has been in the same role for five-plus years; they are asking about their



Figure 2.3: Motivation bucket filling and emptying behaviours



Table 2.2: Person and context—teach hat

Person	Context
New employee.	It is their first day, they know little about the organisation, team, and processes.
Employee who has been with the organisation for a long time.	They have just moved to a new team. They have been involved in a quality issue; a process they know very little about.
Long term employee.	The employee is about to perform a process they have not been involved in previously. They are not motivated and are highly disengaged. You understand they are facing some challenges in their marriage currently.
Any employee.	The employee has defined a new goal for the future as part of their personal planning. They are motivated and inspired to progress themselves in this area.

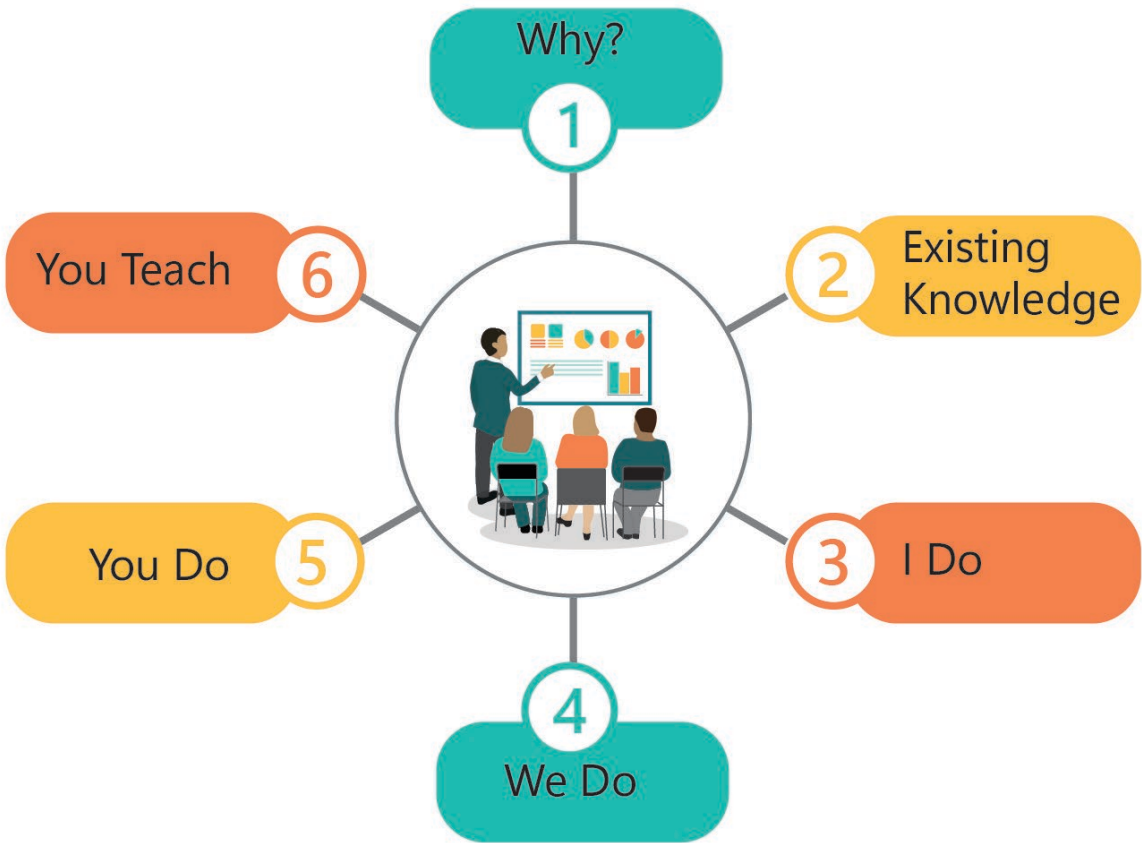


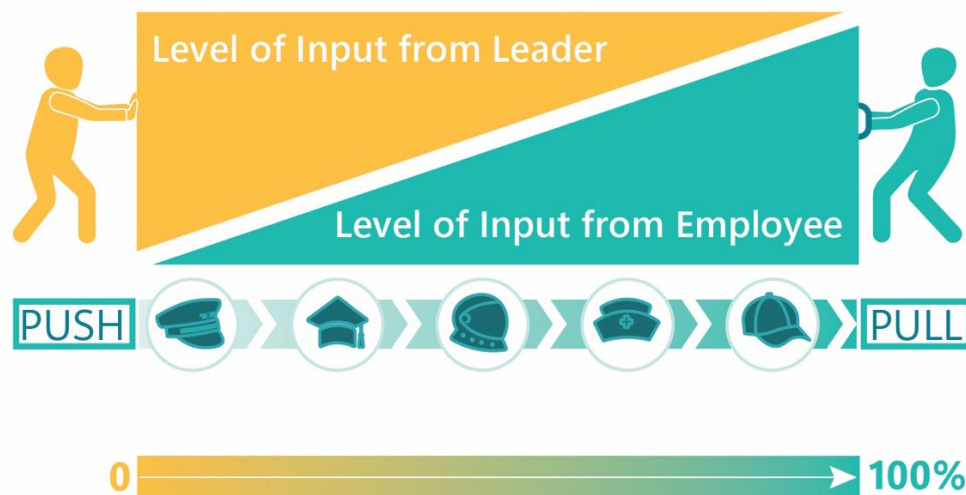
Figure 2.4: Adult learning loop of the adaptive leader. ((Adapted from (Gallagher, 1983) ( Frey, 2013))

Table 2.3: Person and context —support hat

Person	Context
Any employee.	They have been through training. They are struggling to put the new learning into practice or have not started to apply the learning at all.
Long-term employee who is usually an energetic personality.	They are looking flat today. You know they are having some issues with their partner at home.
Salesperson.	Just been through training. You are watching them in a joint sales call. You have agreed prior to the call to review their use of the new skills after the sales call.
Direct report who is in a middle management role.	They are excited about a target the team has just hit. It was an ambitious target, the team put a lot of improvement effort into achieving the outcome.

Table 2.4: Person and context—coach hat

Person	Context
Long term employee who is proud of their skills and knowledge.	They have come to you struggling with a challenge they are facing. They are not in a highly emotional state (support hat needed first if highly emotional).
Employee that has recently joined your team from another department.	The new employee has been trained recently in a process. They have come to you with a challenge. You have seen them perform the process several times correctly.
Quieter employee who has good skills and competence.	They are quieter. You tend to find it difficult to not speak over them. You know they have the skill. They are bringing to you an idea of improvement that you feel they could own and manage themselves.
New employee who has an extensive background in your industry. They are an expert in the field and proud of their skills.	You have trained them in the current process and now want to draw on their knowledge and expertise to improve it.



On a scale of 0-100%, where are you currently?






© Expression For Growth

Figure 2.5: Push v pull language based on work by Expression for Growth

Table 2.5: person and context—direct hat

Person	Context
Anyone.	They are at risk of hurting themselves, others, machinery, or the environment.
Anyone.	You have just seen or heard that the individual is doing something that goes directly against your team's purpose, values, and principles (core belief system/team charter).
Longer term skilled employee.	The employee is highly experienced. They have done the process a thousand times before. You have worn the support and coach hats multiple times in recent history on this same topic.
Anyone.	The team member has committed to a clear action and timeline. They have moved the delivery date two or three times for that action/commitment with no explanation.

Table 2.5: Adaptive leader 5 hat maturity review

ADAPTIVE LEADER HAT		MATURITY				
		1	2	3	4	5
	Direct					
	Support					
	Teach					
	Inspire					
	Coach					

1. Need to get this hat

2. Started to practice

3. Use regularly
4. Recognised as proficient

5. Lead by example and coach others

## Chapter 3: Core Belief System

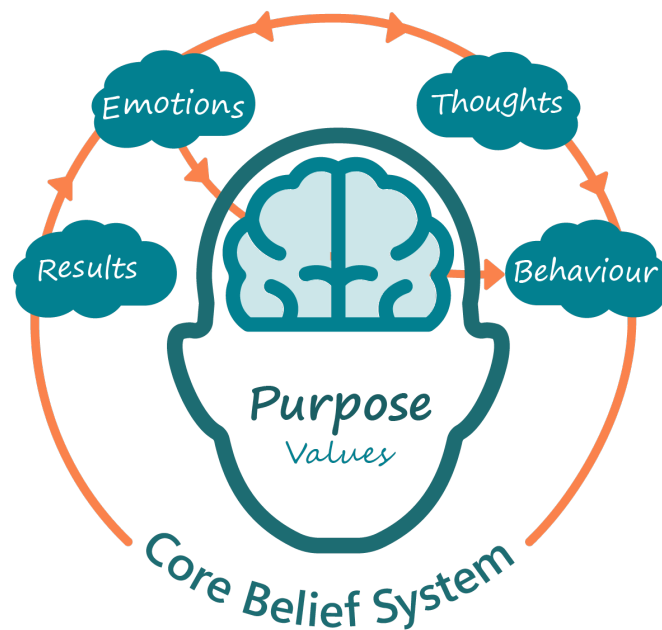


Figure 3.1: Core belief system

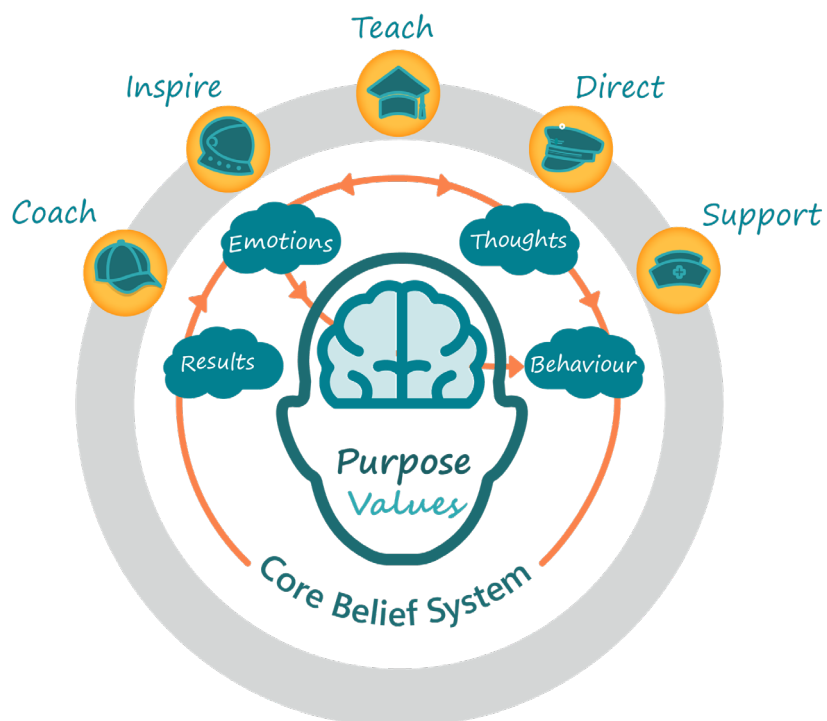


Figure 3.2: Core belief system and 5 behavioural hats of the adaptive leader



Figure 3.3: Core purpose discovery steps

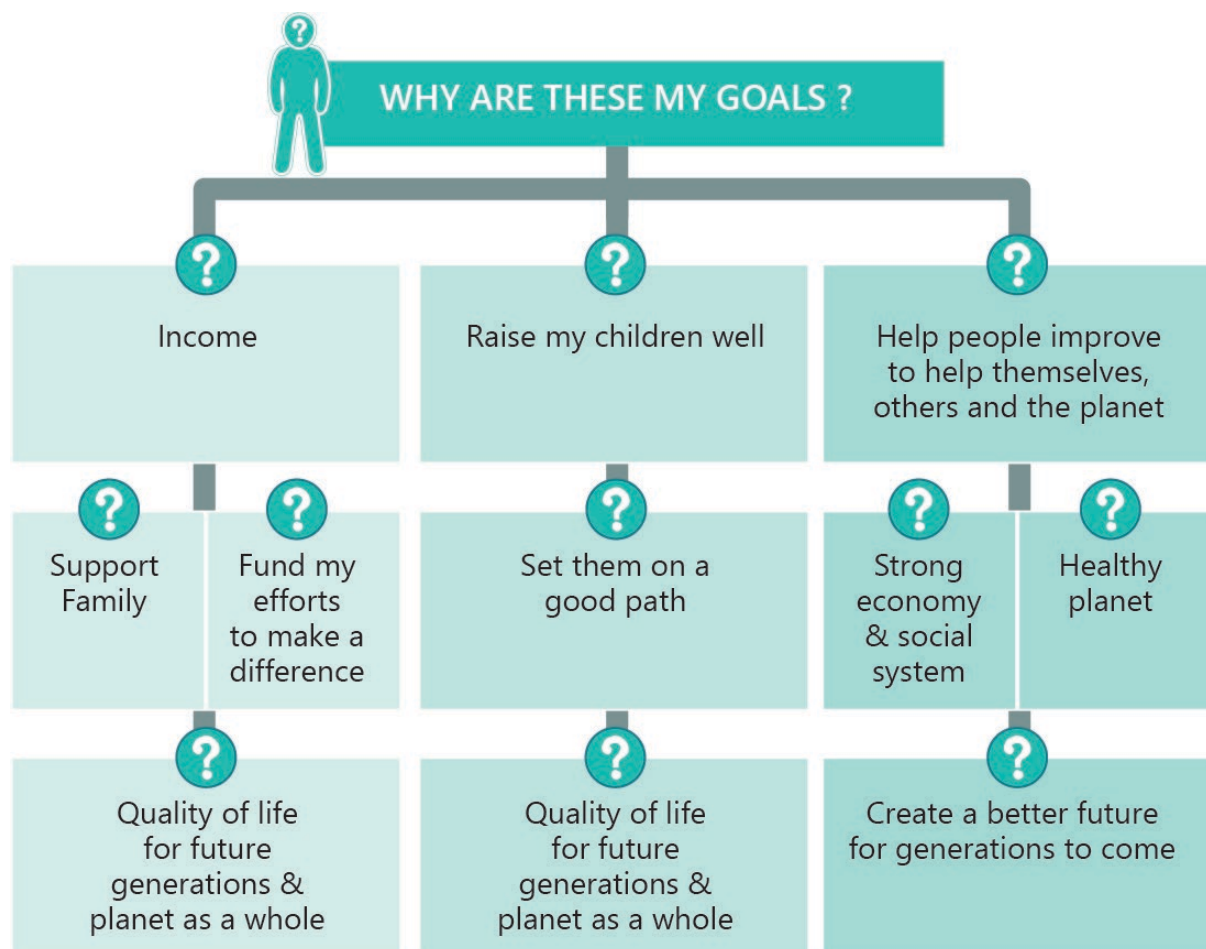





Figure 3.4: Core purpose discovery example



Figure 3.5: Core value discover process

Table 3.1: Activity 3

ACTION	IDEAL BEHAVIOUR	LEADERSHIP HAT(S)
<p>Set a meeting with your team or a small team of front-line employees. Get them to imagine we are at a team lunch in 5 years' time talking about the amazing culture we have. Ask them to describe what we would see people doing?</p> <p>Capture the information they provide using Post It Notes that can then be grouped into common themes. Identify a few ideal behaviours the team capture.</p>	<p>Leaders seeking to engage employees and explore ideal behaviours.</p> <p>Leaders showing curiosity and learning from others.</p>	<p> Inspire</p> <p> Support</p> <p> Coach</p>



## Leaders Who Serve



Figure 4.1: Leaders who serve—Organisational mindset

Table 4.1: Example behaviours and hats


PRINCIPLES : Respect, Humility And Trust		
PERSON	IDEAL BEHAVIOUR	ADAPTIVE LEADER HAT
Leader	Publicly recognise leaders and managers who lead with humility	 Support
Manager	Pro-actively seek knowledge and improvement suggestions from their team	 Coach
Front Line	Making sure everyone is included in team discussions and decisions	 Coach  Support

Table 4.2: Activity 4

CHOOSE A PRINCIPLE :		
PERSON	DESCRIBE THE IDEAL BEHAVIOURS	WHICH HAT(S) WOULD YOU CHOOSE
Leader		
Manager		
Front Line		

## Chapter 5: Personal Purpose – Planting trees you may never sit under the shade of.

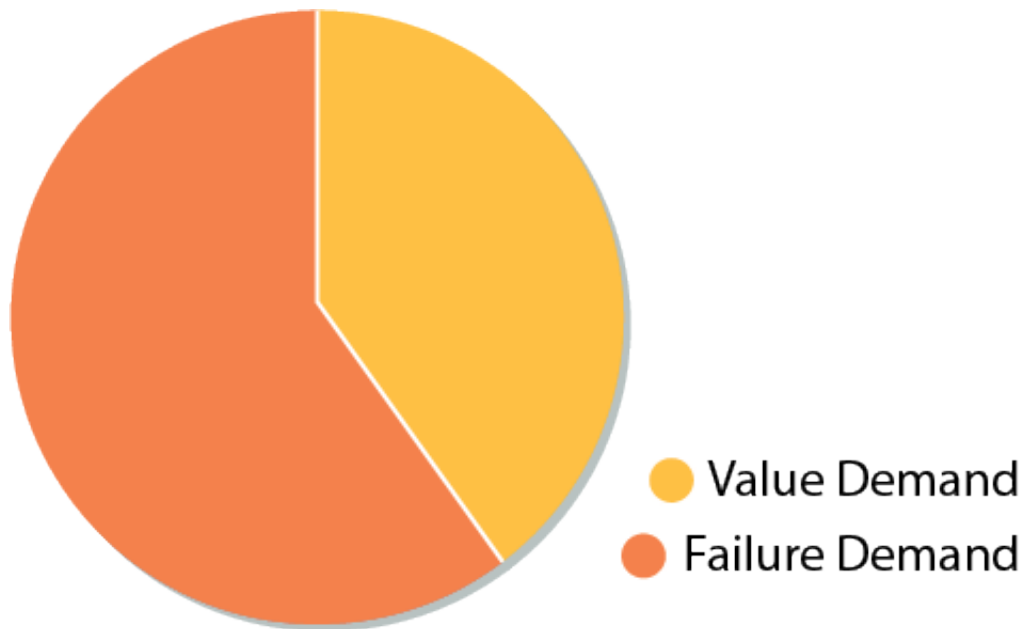






Figure 5.1: Value demand and failure demand (based on the work of John Seddon)

Table 5.1: Activity 5

ACTION	IDEAL BEHAVIOUR	LEADERSHIP HAT(S)
Select one of your direct reports and at your next scheduled one-to-one discussion, instead of doing the standard discussion, go on a Look Listen and Learn Walk on one of the key processes they perform each day and go with the specific purpose to identify one improvement to that process. Think of the following: How can we make this, Easier, Better, Faster or Cheaper (in that order)?	Leaders are seeking to understand the improvement opportunities in processes that their teams are working on.	<div>  Inspire            Teach         </div> <div>  Support            Coach         </div>

## Chapter 6: Personal Purpose – Nurturing the trees.

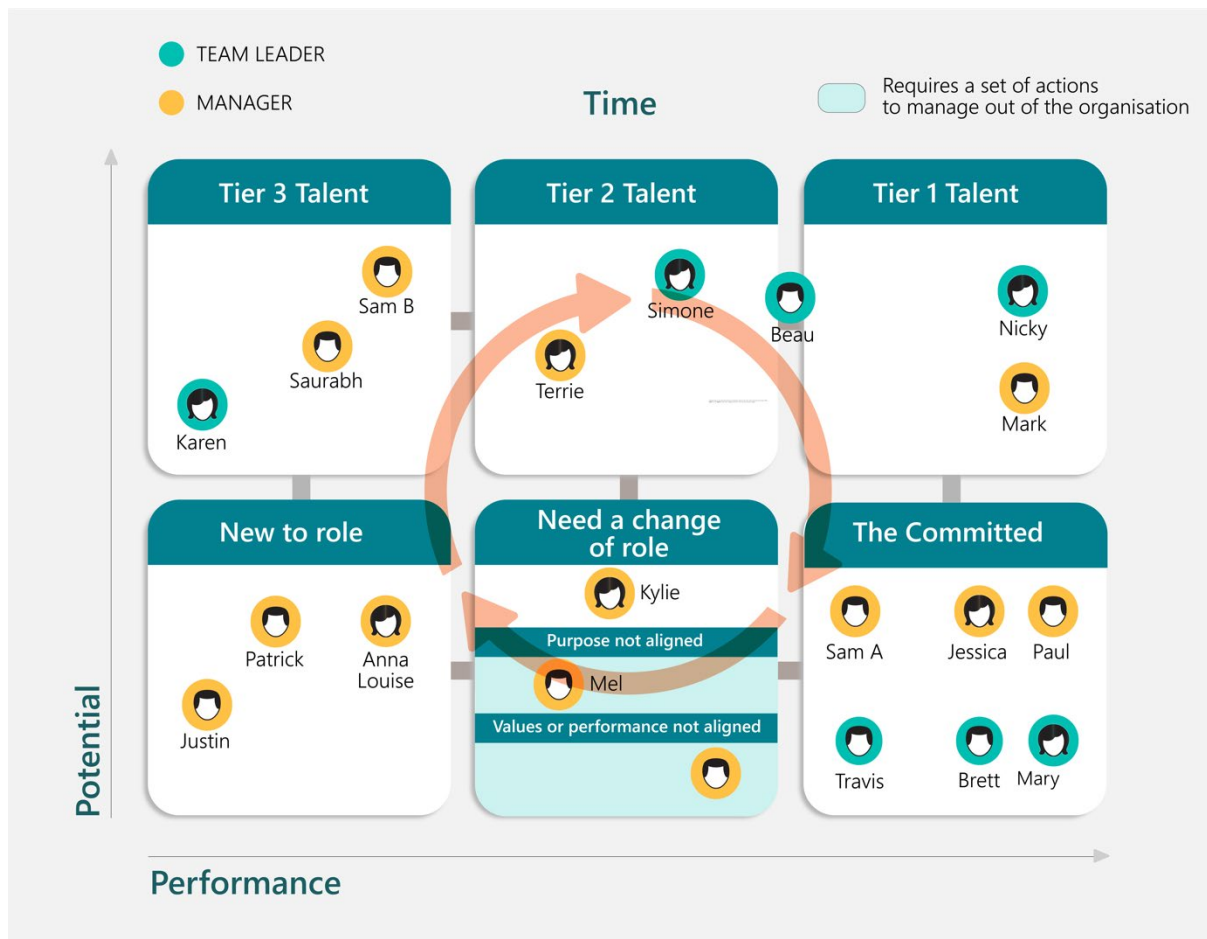


Figure 6.1: Leader talent assessment matrix

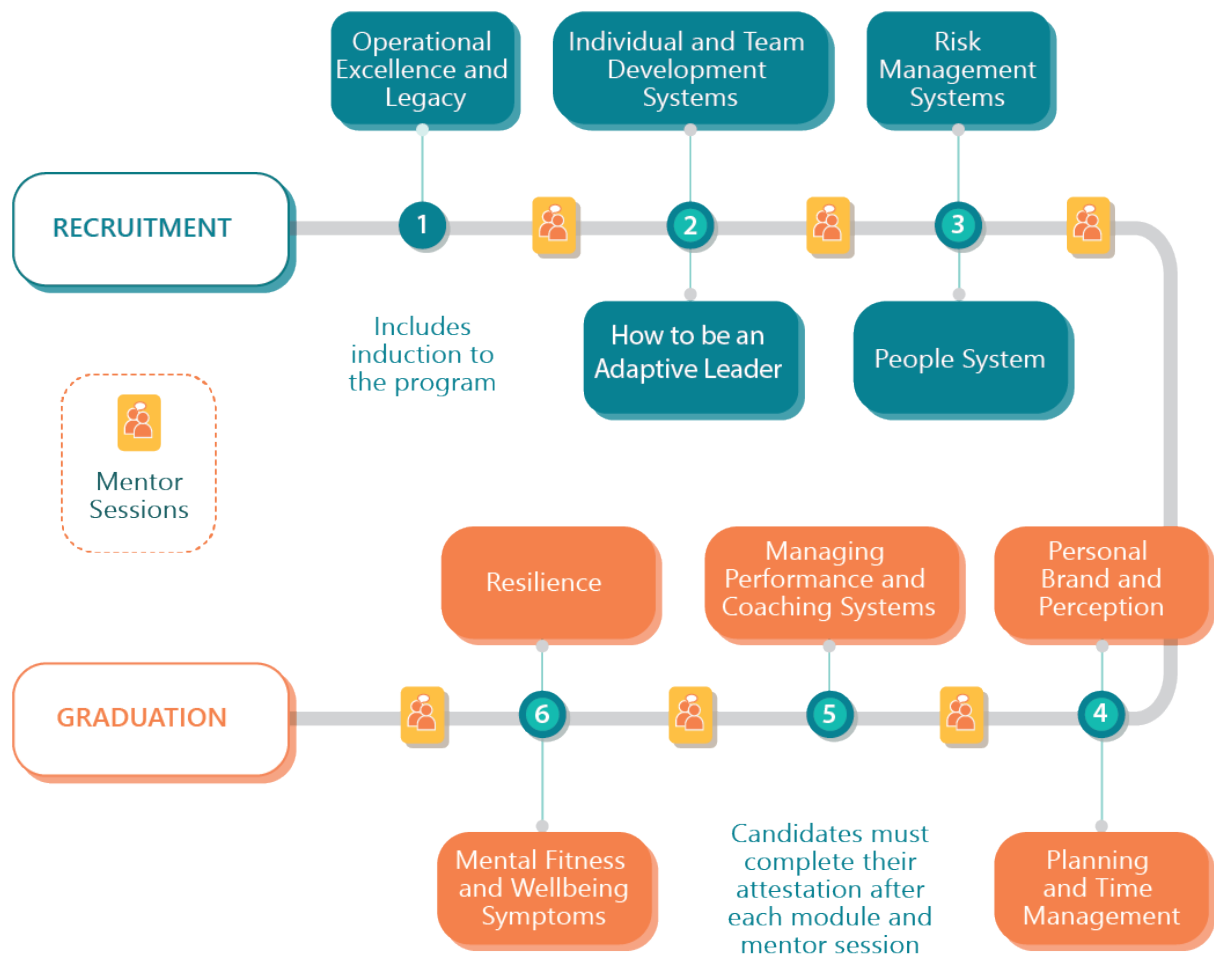











Figure 6.2: Aspiring leaders development system

Table 6.1: Activity 6

ACTION	IDEAL BEHAVIOUR	ADAPTIVE LEADER HAT(S)
<p>Identify 3 individuals that you will meet to understand their core belief system.</p> <ol style="list-style-type: none"> <li>1. What motivates them?</li> <li>2. What is their purpose?</li> <li>3. Where do they want to be in 3 years' time?</li> </ol>	<p>Leader listens to understand the individual and takes action to define a set of actions to assist the person to achieve their true potential.</p>	<div>  Inspire            Teach         </div> <div>  Support            Coach         </div>
<p>Define your own purpose by writing down the top 10 things that make you 'tingle' at work.</p> <p>What are the moments that internally, make you fist pump the air with excitement?</p>	<p>Leader is engaged, passionate and inspiring those around them.</p>	<div>  Inspire         </div>
<p>Using the Talent Matrix as discussed in this chapter, (see fig 6.1) with your leadership team, map your direct reports and identify 3 key development actions for each one to assist them to reach their potential.</p>	<p>Leaders are seen to create strong development pathways for their teams.</p>	<div>  Inspire            Teach         </div> <div>  Support            Coach         </div>



## Chapter 7: Organisation Purpose – Rowing the boat together.

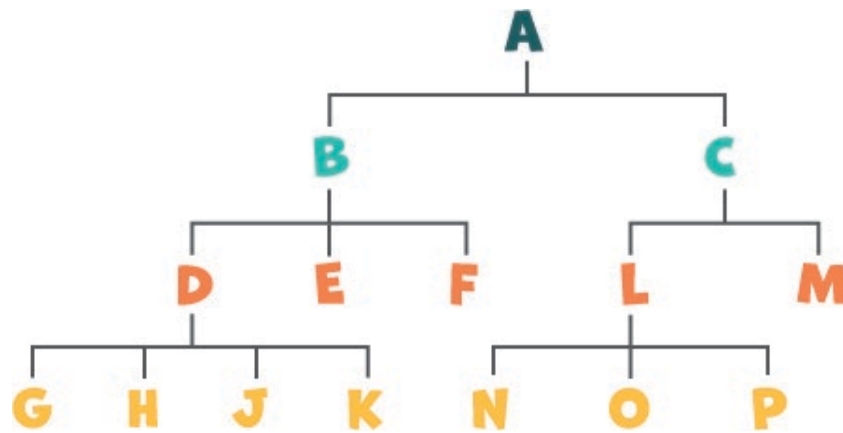


Figure 7.1: Example of a simple VDT design

### SILO VALUE DELIVERY

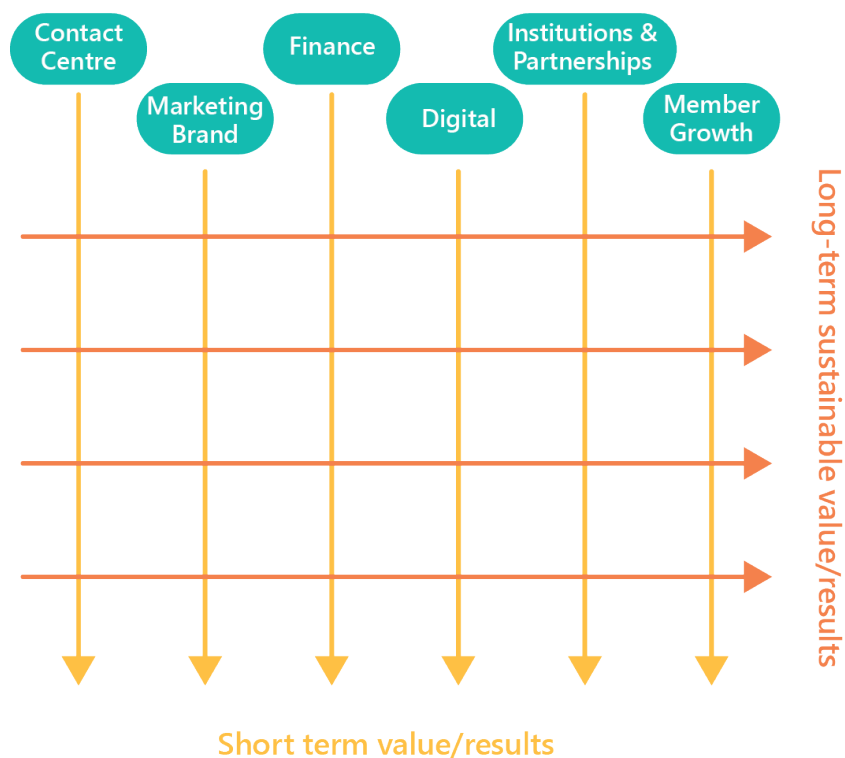







Figure 7.2: Enterprise alignment value delivery model

Table 7.1: Activity 7

ACTION	IDEAL BEHAVIOUR	ADAPTIVE LEADER HAT(S)
<p>Identify 5-6 front line colleagues that work in the same team. In a workshop format, ask them to articulate the following:</p> <ol style="list-style-type: none"> <li>1. Who are their customers?</li> <li>2. What is it that their customers want from them?</li> <li>3. How do they know they are meeting their customers requirements and expectations?</li> <li>4. What metrics do they currently have that drive the customer value?</li> </ol> <p>If they can't articulate who or what their customers value and they can't clearly articulate what metrics they have in place to drive value, then their Hoshin alignment is not correct and further action is required to build a clear CVP and Hoshin metrics.</p>	<p>Leaders are seeking to connect the work their teams do to the overall organisation's strategy. They are ensuring that the teams are working on the right activities that drive value to the customer.</p>	<div data-bbox="1054 405 1185 450"> Inspire</div> <div data-bbox="1054 472 1174 517"> Teach</div> <div data-bbox="1054 539 1182 584"> Coach</div>
<p>Seek out customer feedback on your team's interactions and/or service they have provided in the last month.</p> <p>Create a weekly or monthly communications plan to recognise individuals who have delivered exceptional customer service or value to the customer.</p> <p>Recognise them for their efforts and link their actions to the overall purpose or vision of the organisation.</p> <p>Build a consistent and repetitive routine to do this on an ongoing basis.</p>		<div data-bbox="1054 913 1185 958"> Inspire</div> <div data-bbox="1054 981 1198 1025"> Support</div>

## Chapter 8: Ensure the Flower in blooming

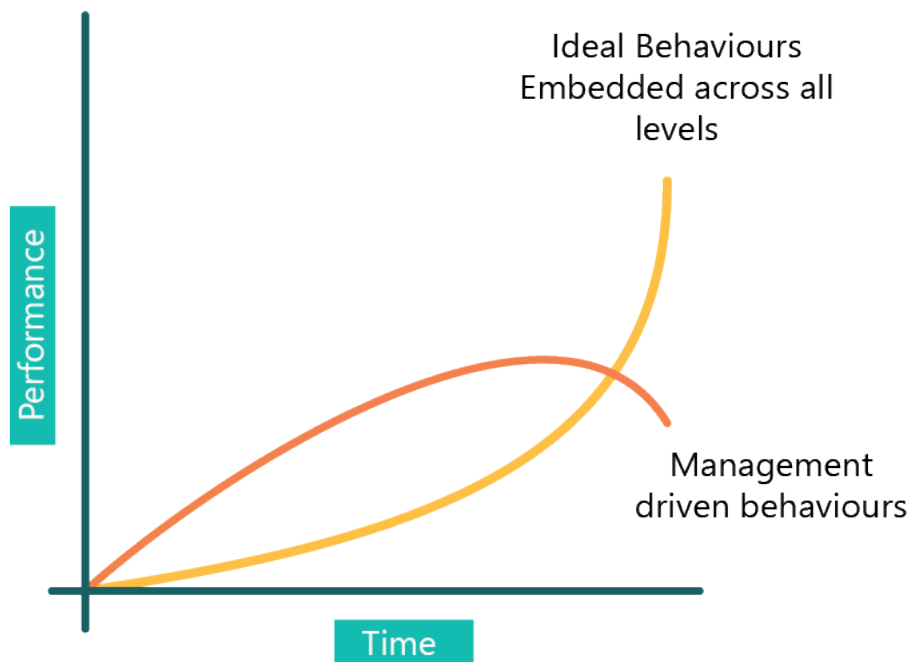


Figure 8.1: Ideal behavioural change matrix







Figure 8.2: Intrinsic interference examples



Figure 8.3: Extrinsic interference examples

Table 8.1: Activity 8

ACTION	IDEAL BEHAVIOUR	ADAPTIVE LEADER HAT(S)
<p>Identify 2 individuals in your team or organisation that have displayed one of the following characteristics in the last 3 months:</p> <p>1: Underperformance 2: Erratic or poor behaviour</p> <p>Take the time to meet with them on an individual basis to seek to understand their intrinsic and/or extrinsic interference(s) and how that has impacted them.</p> <p>Note, it can take time to build trust so suggest you do this outside of the office environment – take them for a coffee etc.</p> <p>Once you understand their interference, work with them to put in place support mechanisms or systems that will help them.</p>	<p>Leader listens to understand the individual and defines a set of actions to assist the person progress to their true potential.</p>	<div> Inspire</div> <div> Teach</div> <div> Coach</div> <div> Support</div>

## Chapter 9: Listen to Understand – Two ears, one mouth

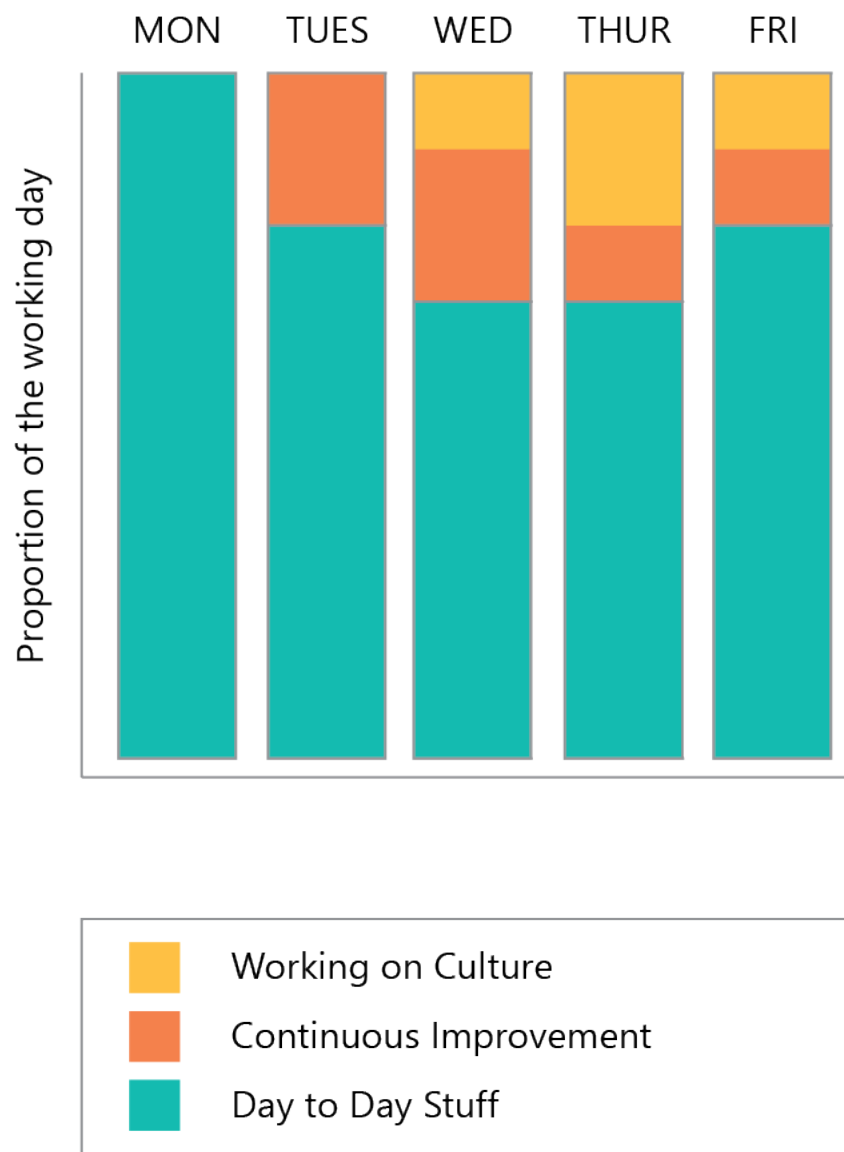
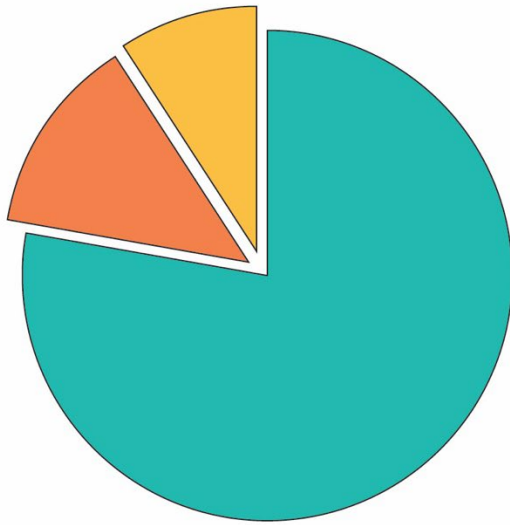


Figure 9.1: Example of how I spend my time being very busy working on the wrong things

How I allocate my time being busy on the wrong things



How leaders allocate their time in the best performing organisations.

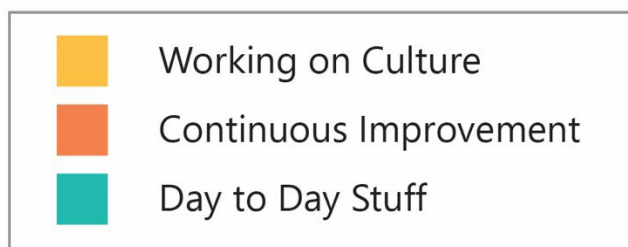
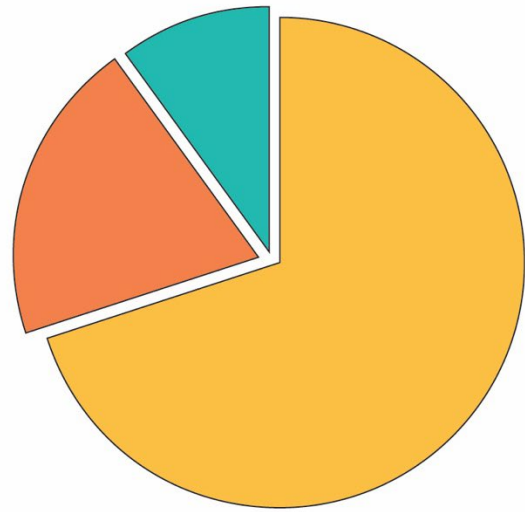


Figure 9.2: How leaders allocate their time in some of the best performing organisations in the world. Adapted from Hines and Butterworth 2019



Table 9.1: What will I stop doing?

Activities I can stop	Hours per week freed up
Several meetings that I can delegate immediately.	4
Other meetings I can trust other people to lead with some coaching.	5
Taking on everyone else's problems and instead coaching them on how to solve them.	1
Not agree to do stuff without first working out the impact on how I want to spend my time.	1

Table 9.2: Time allocation plan to get 30% time working on culture?

Activity	Hours per week
Allocate fixed time slots for Look, Listen, Learn activities.	4
Change the agendas of leadership meetings and allocate more time to working on the culture.	2
Attend huddle meetings.	2
Increase my one-on-one coaching sessions to twice monthly for all direct reports.	3
Start doing 2-down one-on-one coaching sessions.	1
Allocate weekly reflection and review time on how things are going with new time allocation.	1
Pause before giving people a solution and help them to work through it for themselves (build capability rather than dependence).	2

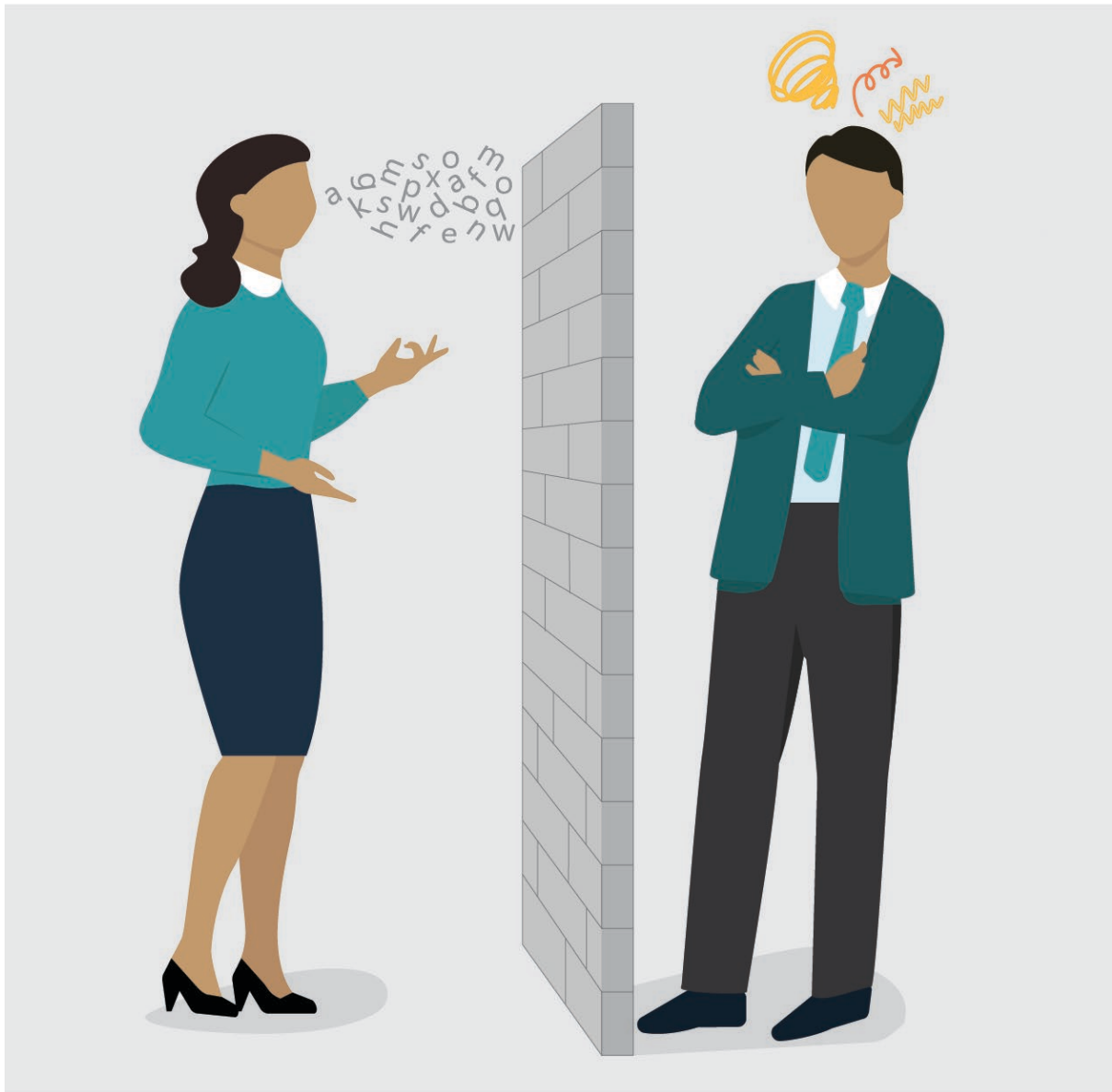


Figure 9.3: Giving and receiving feedback

Table 9.3: Look, Listen, Learn

<p>First attempt</p> <p>The senior leader calls over the team leader and points at the board, angrily shouting about what a poor job the team leader is doing. He makes it clear that when he comes back next week he expects to see no red ink, with all targets being met and projects up to date. The whole exchange is entirely one way and takes no more than five minutes.</p>	<p>Consequences</p> <p>The team leader feels highly demotivated and passes this sentiment on to his team. He also is left with a poor opinion of the leader. The longer-term effect is that problems are now likely to be hidden, so the chances of fixing them are very low.</p>
<p>Second attempt</p> <p>Discussing this with one of the CI coaches and reflecting on what happened, the leader realises he could have handled it better. The next week he goes back to the same area. Little has changed and there is no visible improvement in any of the results on the board. He calls over to the team leader, who prepares himself for another telling off. But instead of shouting, the leader tells the team leader that he can see he needs some help and goes on to explain what the biggest problems are, what needs to be done by when, and exactly how to go about it before he visits again in a week's time. Again, the conversation is all one way, with no opportunity for the team leader to contribute and takes just over 10 minutes.</p>	<p>Consequences</p> <p>The team leader and team undertake some of the things they have been told to do but in a half-hearted, poorly executed way. The actions take no account of their knowledge of what's needed and, in many instances, do not address the team's real issues. The longer-term effect is that the team leader has been taught not to think for himself and, even if he does, he won't be allowed to implement his ideas. So why bother to suggest anything?</p>
<p>Third Attempt</p> <p>After another coaching session with one of the CI coaches, the senior leader is beginning to realise that he's still going about it the wrong way. He is not really looking and not listening, but he is learning a lot about himself. He approaches the team leader a week later and starts by asking how things are going and what the major two or three issues seem to</p>	<p>Consequences</p> <p>The short-term result is that the team leader goes away all fired up, conveys this enthusiasm to the team and rapid progress is made. The longer-term result is that the team leader has been coached and will have a much better idea of what to do the next time a similar problem arises, and over time may also start to adopt a similar approach within his own team.</p>

be. The team leader responds by talking through three areas. The senior leader takes one of these—the area that, due to his experience, he considers the most pressing—and asks what the team leader thinks might be done about it. The team leader responds with a few ideas. The senior leader selects the first one and asks how the team leader thinks it could be done. At the end of a 20-minute discussion, the team leader has a clear plan for his top two projects, what to do, and how to do it, which he has provided himself. The senior leader ends with a question about whether any more support is needed and agrees to check in again the next week.	The senior leader reflected on his learning and realised that although the third attempt took more time, the outcome was far better. He realised that if he didn't make the time to have good LLL conversations, he would never have time because he would be too busy firefighting the problems caused by his first two reactions
--	--

Activity 9

Table 9.4: What can I stop doing?

Activities I can stop	Hours per week freed up

Table 9.5: Time allocation plan to get my goal for time spent working on culture

Activity	Hours per week

## Chapter 10: Purpose and System drive behaviour

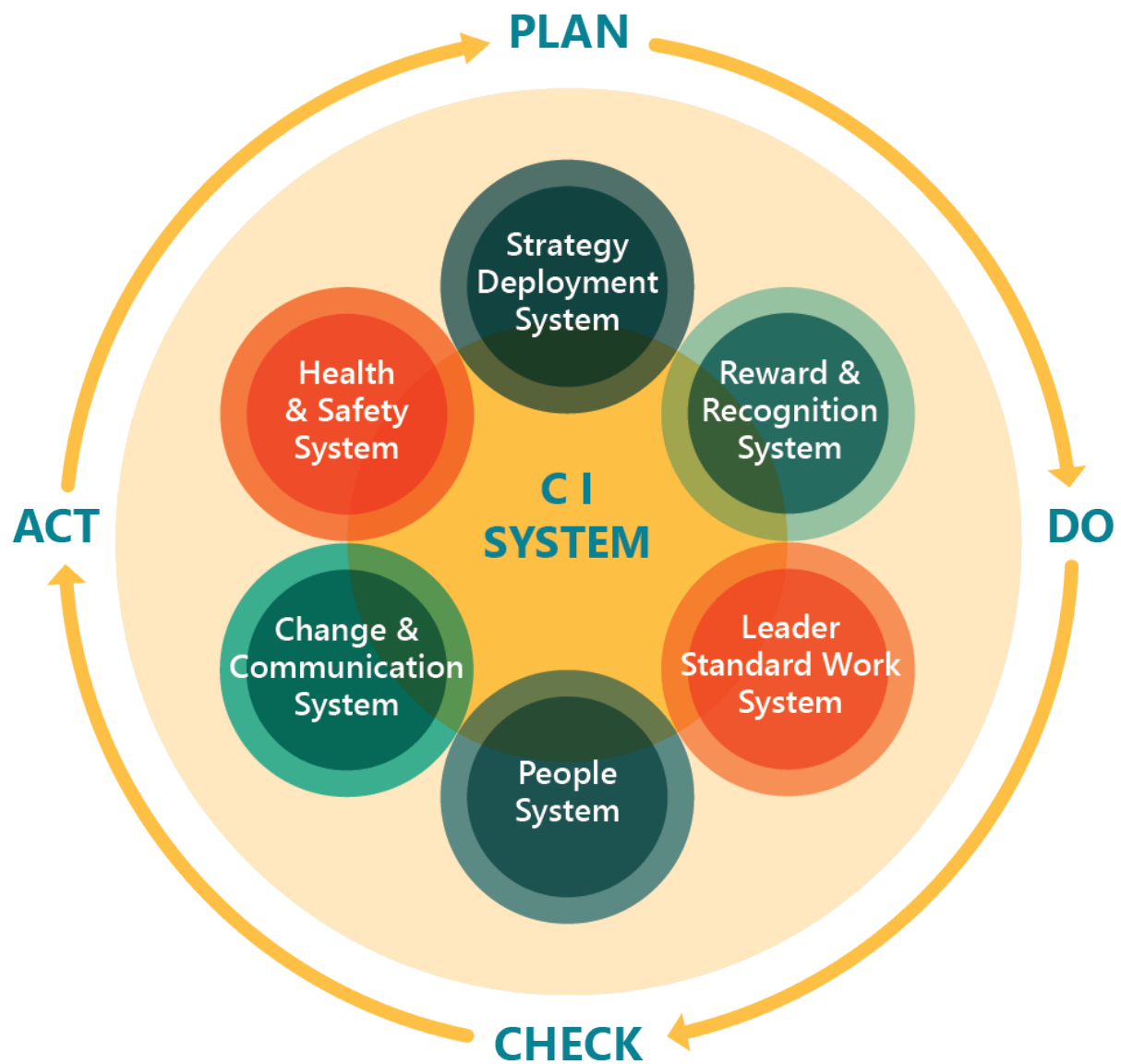


Figure 10.1: Interdependent systems example

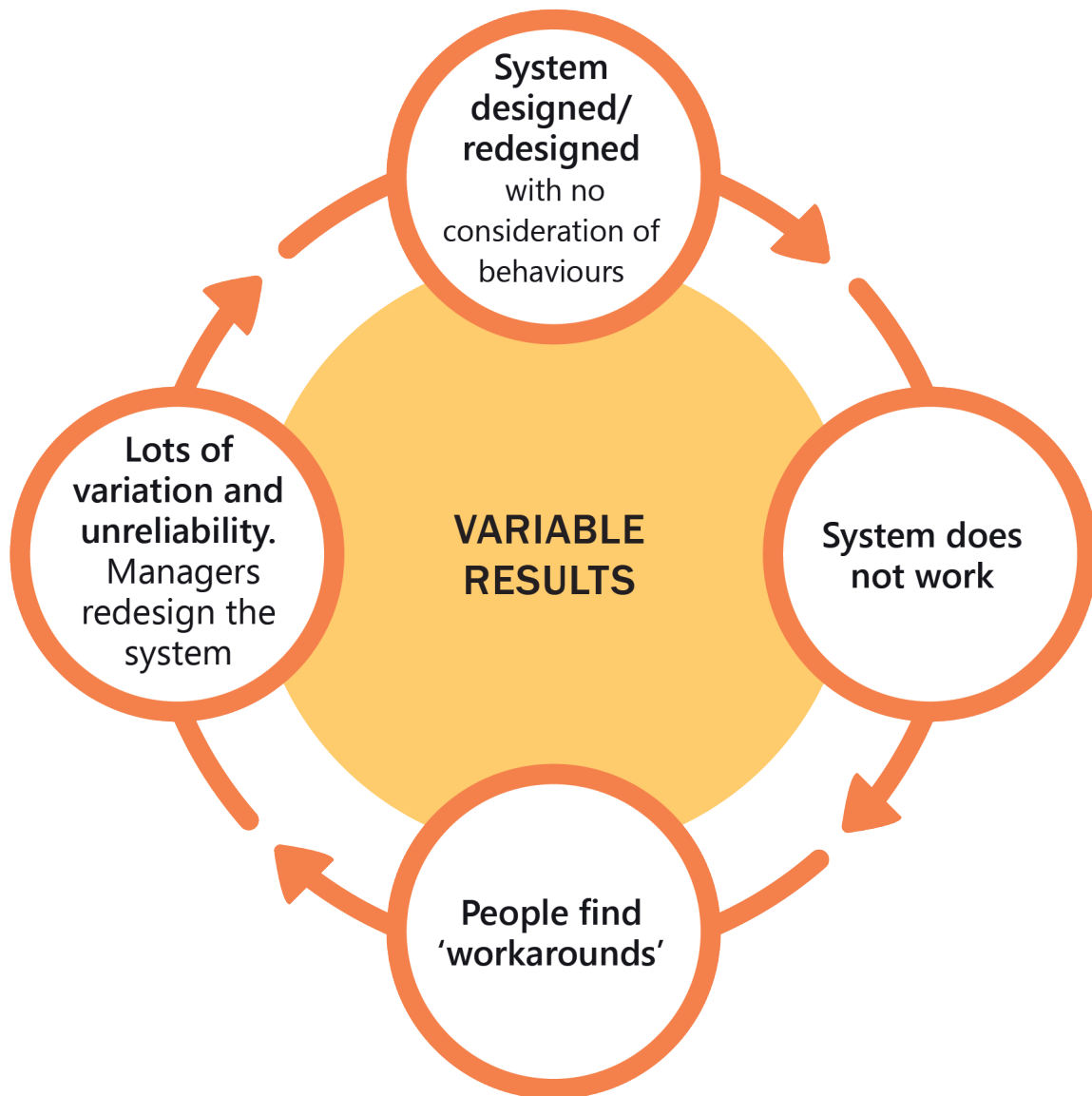


Figure 10.2: Systems drive behaviour. (Adapted from *Why Bother?* Butterworth, et al, 2022)

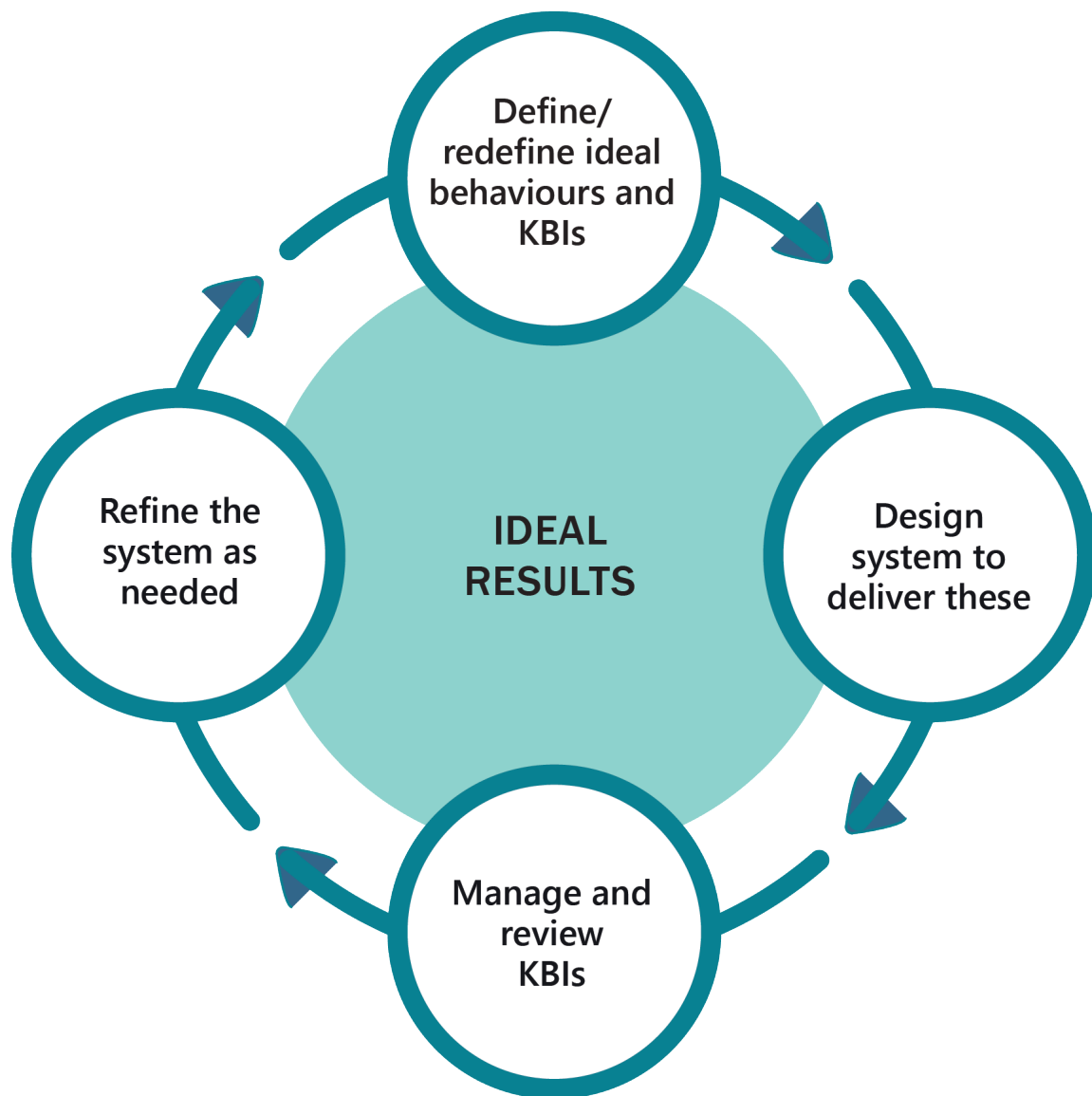


Figure 10.3: Designing systems with clarity on purpose and behaviours. (Adapted from *Why Bother?* Butterworth, et al, 2022)





Figure 10.4: KPIs look backwards. KBIs look ahead



Figure 10.5: KBIs tell us if we have the ideal behaviours in place that will deliver ideal results. (Adapted from *Why bother?* Butterworth, et al, 2022)



Figure 10.6: Freedom within a framework—unleash people potential

Table 10.1: Activity 10

Ideal Behaviour	KBI's

# Chapter 11

## LEADING EXCELLENCE

### Leader Self Assessment

Leading Excellence Key Skills

	1	2	3	4	5
I have a good understanding of my Core Belief System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am skilled at pausing before I react, considering the person and context surrounding them before I act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrate Humility, Trust and Respect in all my interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a deep understanding of my personal purpose and how this connects to the organisation purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can clearly articulate my organisations purpose and help other people to connect to this	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am skilled at truly understanding every individual in my team and their intrinsic and extrinsic interference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I focus the majority of my time on proactively managing culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a rigorous internal and external networking system in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently undertake Look, Listen and Learn activities to nurture our culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a deep understanding of how systems drive behaviour and how to use KBIs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1

Early days

2

Have a good level of awareness and am willing to have a go

3

Feel confident about this and I am practising

4

I am recognised as doing this really well

5






I lead by example and coach others in this

Figure 11.1: Adaptive leader skills—Leader self-assessment

Table 11.1: Activity 11.2: Adaptive leader skills—Personal action plan

Key skill	Action	Target completion date	What help do I need?

Figure 11.2: Activity 11.3

ADAPTIVE LEADER HAT		MATURITY				
		1	2	3	4	5
	Direct					
	Support					
	Teach					
	Inspire					
	Coach					

1. Need to get this hat  
2. Started to practice  
3. Use regularly
4. Recognised as proficient  
5. Lead by example and coach others

Table 11.2: Identify the hats you want to develop and key action you are going to take. Activity 11.4

Hat	Action	Target completion date	What help do I need?