

Astute Leader

Foundational 21st Century Skills Programme

Never in our lifetime has there been a greater need for outstanding leadership and societal impact. Before the outbreak of Covid-19, leaders across the globe were fixated on the disruption that was rolling out with the 4th Industrial Revolution. Little did we know how quickly those changes would seem tame in light of this black swan event and the wicked problems it has exacerbated.

Several lists have emerged of 21st Century Leadership skills necessary to navigate increasing complexities, changes and conflicts, but research is indicating that most leaders do not possess these skills and they tend not to be taught in management development programmes. We have compiled and structured a comprehensive list of these competencies and designed a programme to develop them.

The Astute Leader Foundational Skills Programme is crafted to enable deeply personalised, practical and progressive development for leaders who wish to equip themselves to be powerfully effective in the next decade. The modular programme is highly flexible, participative and experiential – even when conducted online!



Process:

Each module includes.....

- Completion of online assessments
- Pre-work.
- 20 hours Astute Leader skills workshop
- Action assignments
- 1 x 60-minute coaching session
- Ongoing interaction and support

Investment:

- 1 module: R13 800 (including VAT)
- 2 modules: R25 875 (including VAT)
- 3 modules: R37 950 (including VAT)
- 4 modules: R49 900 (including VAT)

Payable in full on booking.

Programme Designers and Facilitators

Janet du Preez helps leaders navigate the uncharted demands of a rapidly changing and unpredictable world. Never in modern history has this been more relevant. The company she founded, Engagement Dynamics offers consulting, coaching and change design services to support the courageous leaders who are building sustainable 21st century businesses. Janet helps these leaders and companies to optimally engage people and encourage leadership from all – supporting their intentions, connecting with them meaningfully and enabling powerful goal-directed action to tackle the challenges of change, complexity and conflict which constantly disrupt the status quo.



Tshego Khutsoane is a passionate creative practitioner drawn to work that explores complex human and social issues. An experienced creative-social entrepreneur and educator Tshego has honed her expertise enabling learning and engagement in multiple contexts. Her MBA (2019, Henley Business School, University of Reading, Johnny Clegg Scholarship for creative practitioners) compliments her Master of Dramatic Arts positioning her to communicate ideas easily and effectively across many ages and levels of education, with a particular interest in issues intersecting with concepts of identity.



Heather Goode is an experienced Higher Education Manager who has worked with several Universities and private institutions where she led diverse teams to deliver qualifications nationally, whilst managing business objectives. Heather’s doctorate explored the development of critical thinking in students and the development of faculty. She supports students transitioning into higher education, coaching adults who return to study. Heather presents at conferences, develops online courses and supports teaching and learning at The Da Vinci Institute, where she is responsible for professional development of faculty.



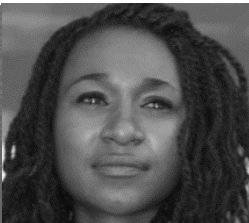
Tatiana Page Tatiana is an independent thinker, influencer and pragmatist who applies her talents in the Human Capital (HC) areas of leadership development, change management and talent management. She expresses her WHY as being able to empower people to develop and nurture their capabilities so that they can strive towards leading more purposeful lives. Her leadership philosophy is rooted in the belief in ‘the inherent significance of people’ and their desire to lead fulfilling lives. She has extensive experience in the HC field working closely with senior and executive management teams on a variety of HC interventions. She is currently completing a Masters’ of Management in Technology and Innovation at the Da Vinci Institute.



Kemble Elliott is a passionate educator. Recently retired, she was previously the Director of Critical and Creative Thinking at Redhill School. There she worked with incredible teachers to support the development of their Professional Learning Community through deeply engaging and pedagogically sound teaching and learning interventions. Kemble was the co-founder of Thinkative, who provide tools, routines, ideas and techniques for the development of critical thinking – shedding light on understanding.



Sue Morris



Reabetswe Molapo



Margaret Barrie



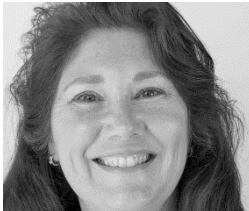
Angela Mokoena



Bulelwa Ndaba



Dikeledi Seleka



Alison Gitelson



Mike Truelock



Phumzile Booi



Nomvula Buthelezi



Les Nkosi



Lollo Mofolo

Influence: Be Articulate

Participants completing the Influence: Be Articulate module will

- Develop awareness of their strengths, values and personal impact.
- Develop a vision for service, social impact and societal transformation.
- Clarify their business identity and identify ways to build their personal credibility and brand.
- Understand and apply the concepts of influence, empowerment, value and congruent, ethical leadership.
- Understand the power of inspiration and be able to tell a noteworthy story and use visual representation to increase impact.
- Master messaging.
- Enrol people into new activities more effectively and facilitate change.
- Learn basic coaching and mentoring skills
- Learn to use provocation, strategic questioning and the arts to change paradigms and perspectives.
- Recognise and understand social pressure and power dynamics and become more assertive.
- Become more persuasive and negotiate more assertively.
- Build and contribute to more influential and meaningful networks.

Insight: Be Aware

Participants completing the Insight: Be Aware module will

- Understand their thinking habits and practise self-reflexivity to increase personal resilience, leadership impact and effectiveness.
- Explore meta-cognition and cognitive flexibility and learn specific techniques for thinking about thinking and for lifelong learning.
- Understand the principles of complexity, paradox and sense-making, and their personal sense-making strengths and biases.
- Develop an experimental and deliberately developmental mindset and understand personal change paradigms.
- Understand the business language of technology and the disruptive landscape of the 4IR.
- Learn processes for anticipatory thinking, environmental scanning and scenario planning.
- Be able to apply transdisciplinary and critical thinking and engage people with diverse perspectives.
- Develop complex problem-solving and decision-making approaches.
- Expand their ability to conceive possibilities, think creatively and imagine better outcomes.
- Select synthesising, refining and integrating strategies to enable them to deal with information overload.

Interdependence: Be Adult

Participants completing the Interdependence: Be Adult module will

- Understand their personal relationship-building patterns and emotional intelligence and identify relational vulnerabilities.
- Practise and develop active listening skills and identify their listening impediments.
- Identify how they can more effectively develop rapport and trust with internal and external clients.
- Discover and harness the value of diversity and collective genius. Reward and recognise people.
- Become more aware of the needs, experiences and value of others.
- Develop effective networking skills.
- Identify and establish boundaries to foster adult-adult interactions.
- Learn to foster effective engagement and interaction with all stakeholders.
- Contribute more effectively as team leaders and team members.
- Explore opportunities for collaboration, develop a collaboration strategy and identify risks to be managed.
- Apply principles of effective facilitation to the activities of general leadership and change processes.
- Understand the role of a mediator and the principles of difficult negotiations and conflict resolution.

Implementation: Be Adept

Participants completing the Implementation: Be Adept module will

- Explore how their strengths impact on their contribution, courage, personal initiative and proactivity.
- Apply choice theory to decision-making, self-leadership and prioritisation
- Address organisation, scheduling and prioritising challenges which are hampering their progress.
- Formulate personal focus and goal-setting strategies and habits.
- Learn and apply the principles of modern strategic and world-class thinking to their context.
- Understand the impact of technological and societal disruption on business strategy and the role of business in societal transformation.
- Design an innovation strategy and implementation plan for their environment.
- Outline a plan and high-level organisation design to rapidly scale a business or business unit.
- Outline opportunities for process improvement and digital integration in their context.
- Understand and apply the foundational principles of risk management.
- Explore ideas for developing a more adaptive culture and processes.
- Learn to enable outstanding performance.

Influence: Be Articulate

In this module we emphasise identity, congruence and messaging. Sustainable and impactful influence rests on the trustworthiness of your being, who you are becoming and the mark which you make on the world. To be trustworthy and credible in this age of information overload, your brand must be congruent, aligned with solid principles and you must walk the talk. Your message needs to be relevant, audible, and original to be impactful. The lead developer on this module is Tshego Khutsoane, who has Masters degrees in both business and theatre and who lives and breathes the importance of being and becoming. Some of the premises underpinning this module are:



Identity, self-leadership & change.

- Identity is an integrated whole-person concept: spiritual, physical, intellectual, social and emotional (SPISE).
- Personal presence depends on the ebb and flow of SPISE resources, SPISE experiences and how SPISE needs are met.
- Identity formation is highly complex, dynamic and evolutionary and influenced by genetic and epigenetic factors.
- A strengths-based framing of identity is authentic and empowering.
- If you do not lead yourself, your self will lead you.
- Leading yourself well involves intentional personal change.
- The most effective leaders have a clear sense of identity and their power to choose how they view themselves and to influence how others perceive them.

Paradigms and core beliefs.

- At the heart of individual choice and behaviour are core beliefs and paradigms.
- Fundamental belief structures filter experiences, shape perspectives and define attitudes to different elements of the organisational ecosystem such as organisation, people, work, change and learning.
- Paradigms shape perceptions of value and impact on the returns people expect when they choose how to invest their personal resources.

Transformative vision & sustainability.

- The most effective leaders effect significant change – harnessing opportunities or solving important problems.
- Transformation and sustainability are values-driven concepts.
- Strengths and character define how individuals relate to issues of transformation and sustainability.

Personal character & professional credibility

- Deeply held beliefs shape character, which in turn shapes how leaders show up in the world.
- The core beliefs and values which shape character are deeply ingrained, “holy ground” and may be fiercely protected.
- Congruent, integrated character builds professional credibility.
- Professional reputation and credibility are built on 3 pillars of trust: intention, connection and action.

Ethical & value-based influence.

- Just by being, we are influencing others.
- Leaders are intentionally influential.
- Distinguish between influence and manipulation.
- Influence is related to the perception of value.

Inspiration & impact.

- Just by being, we have impact, both on ourselves and on others.
- Leaders are intentionally and consciously impactful.
- To inspire sustainable goal-focused action from other, leaders understand and foster individual sources of inspiration and motivation.

Mastering messaging.

- Leaders know that everything speaks and craft personal and systemic messages intentionally.
- Leaders consciously engage within and craft story, understanding characterisation and role.
- Language and vocabulary have power and significance and leaders use it intentionally.
- Visibility and audibility are relative concepts dependent on the context.
- Leaders choose their context and intentionally influence their visibility and audibility within a sensorially-rich competitive context.
- Leaders consciously choose the power of their presence and how they will achieve it.

Belief, enrolment & change.

- Individuals cannot effect significant change on their own but must enrol others to achieve goals.
- The more enduring the change effort, the more entrenched belief and commitment need to be for sustained effort.
- Leaders understand the mechanics of commitment and have the ability to create shared, enduring conviction.

Coaching & mentoring.

- Coaching and mentoring skills enable leaders to influence the perspectives and growth of others.
- Leaders have numerous specific approaches which they can use to influence and develop others.
- Coaching and mentoring skills should be used intentionally to influence the choices of other for mutual benefit.

Power Dynamics.

- Influence is a factor of power.
- Personal power may rest on multiple aspects of personhood and is not so much an absolute quality but rather a factor of interaction.
- Leaders tend to rely on different powers of influence, which have varying degrees of sustainable impact.
- Distinguish between compulsion and engagement, between force and power.
- Understand internal power dynamics and the role of the unconscious.

Influential Networks.

- Leaders understand the psychological and practical power of association.
- They also understand the power and dynamics of connected relational, spatial and temporal systems.
- They build relational networks intentionally and intentionally select their roles within networked systems.
- Leaders build influence and relational capital within carefully selected social systems.

Insight: Be Aware

In this module we think deeply about thinking. In an increasingly complex business context, leaders must be thinkers. Greater volumes of more granular information will probably make choices more complex and challenging. As awareness expands, conflicting interests and values may become more apparent and leadership decisions will probably become less obvious. In this environment leaders will need to be digitally articulate, to be aware of broader realities, to develop reflective techniques, dissect perceptual constructions, and integrate

polarising perspectives and cross-boundary constructs. The lead developer on this module was Kemble Elliott has a Masters degree in education and before she retired contributed her specialist philosophical thinking techniques and exceptional brilliance as a thinking partner to this programme. Some of the premises underpinning this module are:



Perception, perspectives & interpretation.

- All individuals have five senses through which they experience all aspects of life.
- These experiences shape identity.
- The ways in which leaders sense and interpret what they experience, depend on their current identity and how they choose to direct their attention.
- All perceptions, perspectives and interpretations are therefore unique to the individual.

Self-reflexivity & resilience.

- Self-reflexivity begins with deep personal awareness and conscious attention to self in relation to context.
- The ability to think about our own thinking and the choices which we make, is a uniquely human ability.
- Leaders can evaluate and consider their context, their experiences, their needs, their personal resources and potential actions, likely consequences of their actions and the choices which they make in response to a given context.
- Resilience is a factor of the personal SPISE resources which individuals possess and the demands of any given challenge.
- Resilience is developed through the building of personal resources.

Metacognition & cognitive flexibility.

- Leaders are constrained by limited and inflexible thinking.
- Thinking is not a singular construct and leaders can develop more than 20 different thinking abilities.
- These thinking skills can be learned, and a “growth mindset” opens leaders to expanding their cognitive capacity and range, shifting their perspectives increasing their ability to understand and to think better.

Abstraction & anticipation.

- The power of abstraction is the ability to think in non-concrete ways.
- The ability to imagine enables leaders to conceive possibilities outside of their current experience.
- Abstraction particularly enables anticipatory scenario-planning, understanding of complex systems and innovative creativity.
- Leaders with the highest capacity for abstraction can place themselves cognitively in particularly remote possibilities, and tend to have most insight, foresight and innovative skill.

Systems thinking, sense-making and problem-solving.

- The ability to understand and interpret systems is a critical leader competence.
- Linear, ordered systems tend to be familiar as they are well-expounded in schools.
- Ordered systems tend to be relatively easy to analyse and define.
- Decisions are made and problems solved, within ordered systems, based on factual information, logical prediction and understanding of the scientific principles which govern them.
- Complex, unordered and disordered systems are considerably more difficult to model and understand.
- Leaders need to be able to interpret the nature of the systems in which they work so that they can make effective business decisions and take actions appropriate to the context and the problems to be solved.

Paradox, complexity & wickedness

- Paradox is an increasingly challenging feature of business which presents difficult and wicked questions to be resolved by leaders.
- Paradoxes are evidence of conflict within systems.
- Effective leaders must be able to understand and navigate conflict and paradox, not only within inanimate elements of the system but between people with competing beliefs and value systems.
- Unordered systems are impossible to fully analyse and wholly define. This challenge stems in part from the agency of role players, the unpredictability of moving parts, constant evolution and uncertain outcomes.
- In unordered systems multiple probes and iterative sense-making assists decision-making and problem-solving.

Trans-disciplinarity and critical thinking.

- Multiple lenses enable greater insight.
- Principles which extend across disciplines provide sense-making tools and often give perspectives which aid problem-solving and innovative development.
- In an increasingly complex world, critical, questioning thinking is vital.
- So-called facts are derived within a specific context, by people with filtered perspectives and biases. Scientific findings are seldom absolute.
- The disciplines of critique and evaluation are necessary to increase the accuracy of understanding and informed decision-making.

Creativity, conceptualisation & DeSign.

- One of the most frequently cited 21st Century leadership skills is creativity, or the ability to innovate.
- Creative thinking applies in every areas of leadership responsibility.
- Finding new and more effective ways to do anything is an imperative of business.
- Generating creative concepts must lead to more concrete conceptualisations.
- The Astute DeSign process harnesses business, design thinking and lean start-up thinking to define a universal process for designing new products or solutions and new ways of working.

Digital fluency.

- Much of the hype surrounding the 4IR concerns its new vocabulary.
- Leaders do not have to be technology gurus, but they need to understand digital terminology, the activities which can be disrupted by digital solutions and the potential impact of these solutions on their business.
- The application of digital technology fundamentally boils down to how new code, connections, content, materials, machines and data can be combined to create new ways of doing things.
- Digital fluency is strongly related to abstraction – the ability to conceive how things might be done differently and the implications of these changes for people and business systems.

Synthesis, refinement & integration.

- Meaningful information requires volumes of big data to be synthesised, refined, interpreted, and integrated with data from multiple other sources.
- Leaders are also tasked with helping team members to contribute ideas and perspectives and to create cohesive meaning.
- Quality thinking involves exploring information, probing, discovering patterns, extrapolating conclusions, simplifying, combining perspectives and other mechanisms of synthesis, refinement, and integration.

Interdependence: Be Adult



In this module we emphasise the importance of relational skills in an increasingly connected and demanding world. There has been a decades long debate around the difference between leadership and management. Whilst non-human resources, assets and processes are managed, only people can be led and only people can lead. Individuals can be coerced, cajoled or manipulated, but they cannot be made to do anything. Astute Leaders create adult environments in which people choose to engage. They deeply value contribution and work with and serve others to solve important problems. They understand the depths within others, they radically include and shift the dynamics of power to create environments of trust which facilitate adventure, collaborative risk-taking and outstanding performance. The lead developer on this module is

Tatiana Page, who has decades of people experience and is busy with a Masters in the Management of Technology and Innovation, specialising in toxic leadership. Some of the premises underpinning this module are:

Interactive presence.

- Leaders are constantly involved in interactions with multiple elements of the organisational system and should ideally be consciously aware of the roles and dynamics that are at play.
- Strengths, preferences, and characteristic patterns of interaction tend to define the influence and impact that leaders have and their degree of comfort and enjoyment in their role.
- Many different leadership styles can be effective depending on the context and the preferred interactive style of others.
- Authenticity makes people more predictable and although there is no one right way to lead, all styles have potential positive and negative effects depending on the expectations and strengths of others.

Whole person intelligence.

- The best leaders have business acumen and are socially, emotionally, culturally, and spiritually intelligent.
- Active development in all these areas makes leaders more human, deepens their interpersonal intuition and help them to create more generative milieux.
- Because of the choices available to others, leaders must create deeply engaging environments.
- Leaders cannot make people engage. They can only create an environment in which they choose to.

Active listening, empathy, rapport & trust.

- The ability to listen is not a new requirement of leadership.
- Transparency and vulnerability build trust, and deeply listening to understand is a vital competence.
- To know and not to do is not to know. What leaders do with what they learn determines whether trust develops.
- Taking time to build rapport increases the speed of delivery.
- The tougher times are, the more people need to know that they matter and that leaders care.

Engagement & interaction.

- Engagement is a whole person construct and a factor of intention, connection, and action.
- Leaders encourage investment by investing to provide a good return on the investment of others.
- Engagement rewards great work with more meaningful strengths-based work.
- Adult-adult interaction, choice and agency make engagement the responsibility of both parties.
- Engagement is dynamic on a landscape which reflects the relationship between resources and volition.
- Volition is related to the motivation provide by a desirable return on investment.

Adult behaviour & boundaries.

- Adults grow adults and leaders grow leaders who make them redundant.
- Fostering adult behaviour ensures that everyone is showing up optimally.
- Adults are self-directed and grow constantly.
- Boundaries create context for roles and responsibilities.
- Leaders know when and how to say "No".

Psychological safety & inclusion.

- Neuroscience helps leaders understand the power of a rewarding environment.
- The perception of reward is unique to every individual.
- Everyone has a sweet spot on each of the challenge continua - complexity, change and conflict.
- Great leaders create an adult, generative context which integrates challenge and safety.
- Safety is linked directly to competence and supportive SPISE resources.
- Leaders must actively welcome inclusion and work to overturn exclusive or limiting interaction patterns.

Diversity and collective genius

- Difference provides perspective and enhances creativity.
- Diverse strengths ensure robust processes and systems.
- Resolving diversity conflicts is a leadership imperative.
- Leaders harness collective genius for synergistic outcomes.

Empowerment, growth & potential.

- Leaders build empowering systems which promote contribution, autonomy, and growth.
- Empowerment is about building personal competence and an environment which supports contribution.
- When SPISE energy, support and competence is built in people they become more productive and contributing members of teams.
- The greatest potential is wrapped up in peoples' strengths and they are energised when they get to utilise them.
- Leaders establish doable hard to grow people, not destructive hard.

Facilitating cohesion & contribution.

- The ability to facilitate engagement by others is critical to leadership.
- Helping other people to understand one another and work together to achieve results is an intentional task.
- Facilitation requires active intentional involvement to enable effectiveness and invite contribution.
- Facilitation is less about authority than about using techniques which enable the system to make efficient and effective progress towards meaningful transactional and transformative goals.

Teaming & collaboration.

- Leaders can repeatedly convene new teams and efficiently facilitate effective results-focused engagement.
- Collaboration is increasingly important as leaders work to integrate understanding and effort across silos and organisational boundaries in increasingly interdependent, complex, creative systems.
- Leaders need to understand how and why collaborations fail and learn to constantly iterate engagement to navigate the complexity, ongoing change, and conflict inherent in complex systems.
- The Dynamic Engagement Framework provides a roadmap to guide teaming and collaborative engagement.

Mediation, negotiation & conflict.

- The specific skills of mediation, negotiation and conflict resolution are vital leadership competencies because conflict will arise within groups of people.
- The immunity to change model provides a useful framework for people to understand their commitments and resistance to pain and loss.
- When perspectives are all valued, conflict becomes useful.
- Black hat thinking must be built into interactions and choice processes.
- Leaders foster generative conflict and support efforts to close gaps.

Implementation: Be Adept



In this module we “close the loop” focusing on the new ways in which leaders will get things done. Of course, they will increasingly use machines, but they will also formulate and execute strategy in new ways. There will be a dramatically greater need to create agile plans and processes, to select and implement new ways of monitoring progress and measuring success, all the while fostering sustainability and responsibility. Implementation within the emerging complex adaptive systems which are now characterising business, differs from linear environments. Whilst elements of these systems remain ordered, the strategic implementation environment tends towards volatility and disruption and the rapid emergence of novel challenges and issues. Leaders must learn arts such as pre-emptive surveillance, agile planning, iterative experimentation and designing for scale. Janet du Preez is taking the lead on the development of this module. She is an avid student of emerging strategy, execution and organisational design practices and is also busy with a Masters in the Management of Technology and Innovation, specialising in stakeholder engagement and wicked problems. Some of the premises underpinning this module are:

Agile strategy.

- Adept implementation assumes dynamic systems and begins with the development of intentionally agile strategies which define horizons and allow for emergent action and responsive decision-making.
- Agile strategies don't eliminate constraints but view them as potentially adaptable realities.
- Leaders build agile strategies on relatively constant core beliefs and principles.
- They build learning and regular iterative review into implementation processes.
- Leaders plan strategic horizons and immediate next actions, embracing the middle muddle.

Focus, goal setting & measurement.

- Leaders define transactional and transformational measures for success in the short and long term.
- Metrics should be lean, meaningful, and accessible.
- Leaders realistically connect energy and resource management with goal accomplishment.
- Objectives and Key Results (OKRs) focus attention on key cascading deliverables.
- When linked to well-defined critical processes, they ensure that priority tasks are accomplished.

Choice, change & decision-making.

- Results depend on choices and leaders acknowledge the right of others to choose and make decisions.
- Freedoms of choice limit the power of control and every choice carries risk and an opportunity cost.
- Choice is a complicated psychological construct related to SPISE elements, needs, intentions and values.
- Change is a choice to let go and to let come and people resist pain and loss, not change.
- Leaders empower people to make informed, responsible decisions guided by core beliefs and values and cognisant of the systemic impact of actions.

DeSign for scale.

- Effective leaders design to create agile organisations which focus on the processes which drive and support growth and allow for developmental responsiveness.
- Process-designs promote collaboration and teaming.
- Use the DeSign framework to constantly iterate and evolve the organisational structure.

Technology, disruption & transformation.

- Emerging technologies have the power to surprise, change everything and to birth the radically new.
- Leaders understand the 4IR and its impact and respond to it intentionally.
- The principles of exponential organisations, lean start-ups and lean enterprises change business models.
- Congruent transformation ensures that technological change is intentional, sustainable and serves society.

Navigating risk & opportunity.

- Risk and its unpredictability escalate with increasing complexity.
- Anticipating risk and creating contingency plans is a critical leadership function.
- Leaders identify and monitor their assumptions to detect early shifts in the system, risks, and opportunities.
- Good scenario planning and implementing crisis management principles can increase long-range insight and enable rapid responsiveness.

Adaptive culture & processes.

- The adaptiveness of the business is dependent on the adaptiveness of people and processes.
- Leaders help people to explore, understand and improve responses to change.
- Leaders use technology to build rapid feedback into their systems and processes.
- Creating rapid just-in-time learning systems supports adaptive change.
- Leaders empower people and create efficient systems for accurate dissemination of information and cooperative decision-making, to ensure systemic responsiveness to environmental changes whilst protecting the integrity of the system.

Innovation & implementation.

- Leaders Design for innovation in products, solutions, and work processes.
- Safe-to-fail experimentation, prototyping and MVPs increase the speed of failure and implementation.
- Reverse innovation provides a critical competitive advantage for less developed economies.

Process improvement & digital integration.

- Technology is a resource for strategically increasing the efficiency and effectiveness of processes.
- Leaders understand the critical constraint of technology on organisational development and progress.
- Technology is emerging and evolving rapidly, and on-demand access reduces technological constraint.
- Every change shifts the system and leaders must intentionally and systematically integrate technology, cognisant of consequences.
- To minimise interruptions and reduced productivity, leaders must become adept at iteratively integrating ongoing process improvement and new digital capabilities and resources into current processes.
- All change requires investment and energy expenditure, and the return must be worth the investment.

Enabling performance.

- Leaders design systems and enable people for effectiveness and efficiency.
- They promote healthy (SPISE) people and a healthy ecosystem for strategic delivery and implementation.
- Leaders identify and remove performance constraints and provide SPISE resources to support delivery.
- A deliberately developmental culture promotes continuous improvement in every aspect of strategic delivery and intentionally grows and develops people.

Contribution, initiative & proactivity.

- Leaders foster productivity through the principles of dynamic engagement, emphasising strengths.
- Rewarding contribution, initiative, and proactivity with work that people find rewarding dramatically improves engagement and results.

Organisation, scheduling & prioritising.

- What gets scheduled gets done.
- Leaders develop time-saving systems and use digital tools to enable organisation and efficiency.
- The most effective leaders prioritise important, non-urgent tasks and spend time to save time.
- Schedule and organise to minimise interruptions, enable focus, deep work and working with your brain.
- Personal execution processes and procrastination are strengths-based.