

UNIT 2: THE LEADERSHIP CHALLENGE MODEL

The Leadership Challenge Model



The Leadership Quest

Introduction

- This unit will examine the Leadership Challenge Model (LCM).
- First, we shall look at the concept of the Leadership Challenge Model (LCM).
- Second, we shall learn how to use the model.
- We shall also look at the guidelines for using the model.
- We shall end the unit by looking at the resources that leaders could use to help them manage the Leadership Challenge Model (LCM).



Expected learning outcomes

Upon completion of this unit, you will be able to:

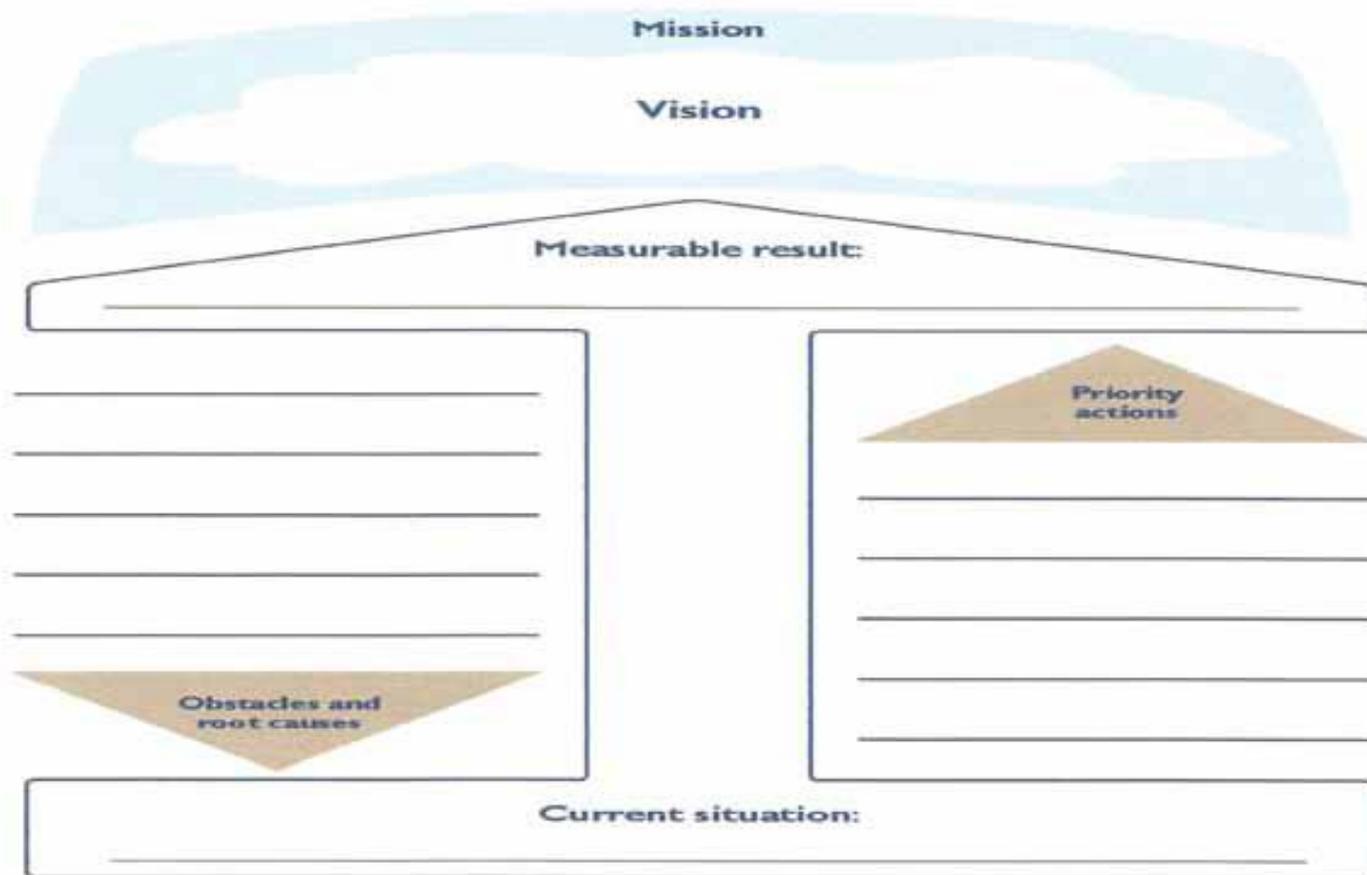
- Create a shared vision and define one measurable result;
- Assess the current situation and identify opportunities and obstacles;
- Define their challenge and select priority actions;
- Develop an action plan;
- Implement their plan and monitor and evaluate their progress toward achieving their desired result.



The Leadership Challenge Model (LCM)

- The Leadership Challenge Model (LCM) is a simple learning tool for teams to use in the workplace to address real challenges and achieve results.
- Beginning with creating a shared vision, the Leadership Challenge Model (LCM) creates motivation and commitment within teams enabling them to face their challenges and achieve results.
- The Leadership Challenge Model (LCM) helps you create the path to the result by focusing on one challenge at a time: i
- f this is our organization's mission and this is our vision, then this is one result that will get us
- closer to the vision.
- Next, given the current reality, these are the obstacles we need to overcome, and here is how we plan to go about it.
- Your success in facing each challenge inspires your team to apply the process repeatedly with new challenges to keep moving toward the vision.
- The process and the experience of applying the Leadership Challenge Model (LCM) requires one to strengthen and build the confidence of the team so that they can effect real change in the education sector.

Challenge Model



(How will we achieve our desired result in light of the obstacles we need to overcome?)

Using the Leadership Challenge Model (LCM)

Step 1: Review your organizational mission and strategic priorities

- With your team, form a common understanding of your organization's mission and strategic priorities.
- This understanding will help you shape your vision and make sure that it contributes to larger organizational priorities.

Step 2: Create a shared vision

- Work with your team to create a shared vision of the future that contributes to accomplishing the organization's mission and priorities. This shared vision will inspire the team to face each new challenge.

MISSION

A mission defines
your purpose

KEMI/DEM/MODULE 9

VISION

A vision extends your
mission to an ideal
future state



Step 3: Agree on one measurable result

- Pick an aspect of your shared vision and create one measurable result that you all want to achieve and that can be achieved in a short time frame.
- This measurable result is what will drive your work.
- Because it is measurable, it allows you to monitor and evaluate your progress toward achieving it.
- Note that *finalizing* the result is an interactive process.
- As you learn more about the current situation and obstacles you need to overcome, you may need to adjust your stated result so that it is appropriate and realistic.

Step 4: Assess the current situation

- Scan your internal and external environments to form an accurate baseline of the realities or conditions that describe the current situation in relation to your stated result.

Step 5: Identify the obstacles and their root causes

- Make a list of obstacles that you and your team will have to overcome to reach your stated result.
- Use root cause analysis tools to analyze the underlying causes of these obstacles to make sure you are addressing the causes and not just the symptoms.





Step 6: Define your key challenge and select priority actions

- State what you plan to achieve in light of the root causes of the obstacles you have identified. (It helps to begin your challenge statement with —How will we...?)
- Then select priority actions that you will implement to address the root causes.

Step 7: Develop an action plan

- Develop an action plan that estimates the human, material, and financial resources needed and the timeline for implementing your actions.

Step 8: Implement your plan and monitor and evaluate your progress

- Support your team in implementing the plan, and monitor and evaluate your progress toward achieving your result.

Example of a Leadership Challenge Model (LCM) – Child Friendly School (CFS) Discipline

ACTION PLAN		
Challenge	Current Situation	Current Situation
How will we improve the discipline of the school when only 25% of the child friendly school disciplinary components have been implemented?	Only 25% of the child friendly school disciplinary components have been implemented (the school has written school rules which is one CFS component).	The implementation of child friendly school disciplinary components will increase by 75% in the next 4 months.
Root causes	Priority actions	
<ul style="list-style-type: none"> • Lack of CFS policies on Discipline • Lack of knowledge on CFS policies. 	<ul style="list-style-type: none"> • Develop CFS code of conduct. • Develop policy prohibiting physical punishment. • Enforce positive disciplinary approach. 	

Example of a Leadership Challenge Model (LCM) – Child Friendly Health, Safe and Protective environment

ACTION PLAN		
Challenge	Current Situation	Current Situation
How will we make the school healthy, safe and protective when none of the child friendly school healthy, safe and protective components have been implemented?	None of the child friendly school healthy, safe and Protective components have been implemented.	The implementation of child friendly school healthy, safe and protective components will increase by 50% in the next 4 months.
Root causes	Priority actions	
<ul style="list-style-type: none"> • Lack of CFS policies on healthy, safe and protective school environments. • Weak engagement with stakeholders on creating healthy, safe and protective school environment. 	<ul style="list-style-type: none"> • Develop CFS policy and procedures on school health and safety. • Proactive engagement with stakeholders on creating healthy, safe and protective school environment. • Introduce psychosocially supportive services in the school. 	

Difference between a problem and a challenge

- A problem is —out there and something that often is blamed on external forces.
- A challenge is something you own.
- A challenge entails overcoming obstacles to achieve a result you are committed to achieving.



How to develop measurable results

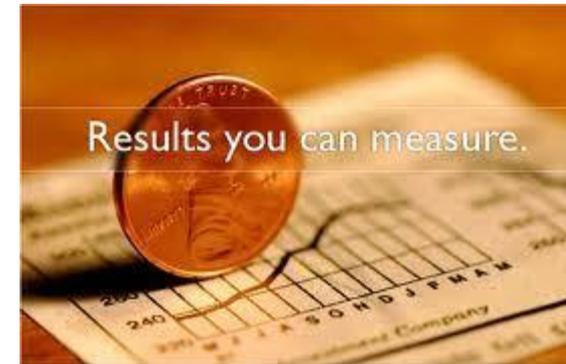
- This exercise helps you create a measurable result for your vision.
- It shows how to define measurable results when undertaking step 3 of the Leadership Challenge Model (LCM).
- This exercise should be used after the group has created a shared vision.

Process: If the vision of the school is —Children receive the best education in our school, what would be a compelling, measurable result that would indicate that they are moving in that direction?

Write desired results that meet SMART criteria

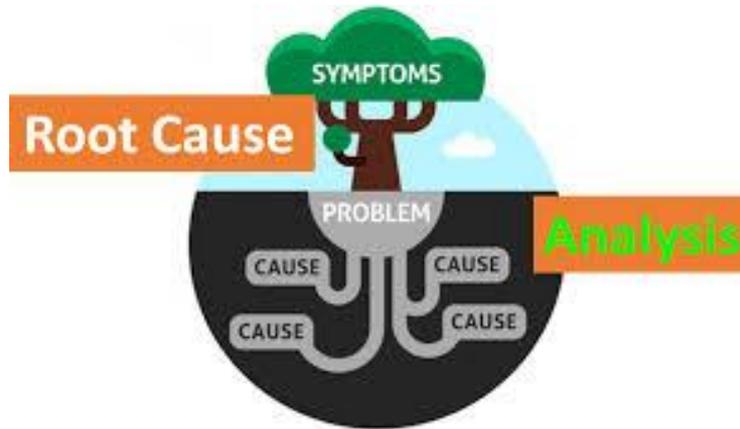
SMART criteria, results must be:

- **Specific:** clearly written to avoid differing interpretations
- **Measurable:** to allow for monitoring and evaluating progress toward achieving the result
- **Appropriate:** to the scope of your program or work activities, so that you can influence or make changes
- **Realistic:** achievable within the time allowed
- **Time bound:** with a specific time period for completion.



Example of a measurable result

The number of departments adopting the child friendly approach in the organization will increase by 50% in the next 4 months.



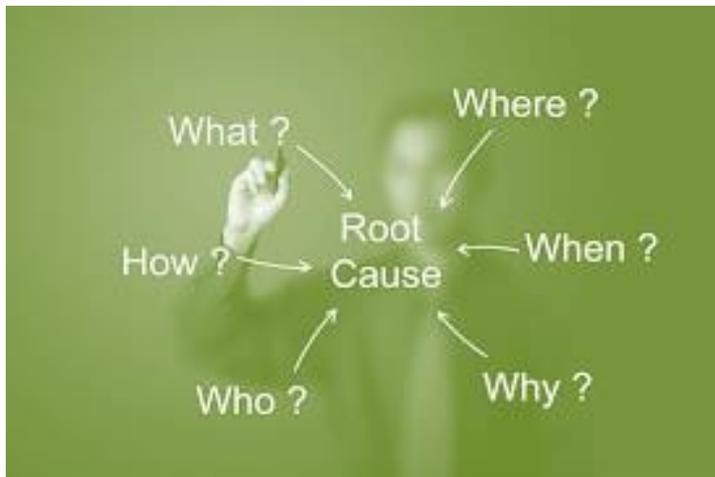
Diagnosing root causes

- This exercise helps you understand how to diagnose root causes in the Leadership Challenge Model (LCM).
- Use it in conjunction with the Leadership Challenge Model (LCM) to make sure that you are planning actions that target the root causes of obstacles, not just the symptoms.

Process: Picture a tree, showing its roots! By analyzing the root cause we are able to see beneath the surface to understand the causes of a problem or obstacle. We need to ask —why— to understand the underlying causes of symptoms.

Step 1: Write your obstacle down

- Write one obstacle you have defined in your Leadership Challenge Model (LCM).



Step 2: Brainstorm possible causes

- Discuss/brainstorm possible reasons why this obstacle is creating a gap
- between your intended result and the current situation.
- The categories are designed to help organize your ideas.
- As a group, look for the possible causes of the performance gap, and classify them in accordance with the categories.
- You can select other categories if these don't apply to the group's situation.



Step 3: Identify the causes that are most responsible for the problem

- For each category, probe deeper to understand the factors that sustain the current situation and keep you from moving to your desired result.
- Use the Five Whys technique to help you probe.
- For example:
 - i. Problem: No textbooks in the school—why?
 - ii. Not ordered on time—why?
 - iii. No one was assigned the responsibility—why?
 - iv. Teachers can't order for textbooks—why?
 - v. Centralized procurement is not functional.



Developing an action plan that leads to results

Purpose : This exercise helps groups develop an action plan incorporating the priority actions to be implemented to achieve the desired results and showing the human resources needed and the timeline for completing the actions. The exercise assumes that teams have defined their challenges, measurable results, obstacles and root causes, and priority actions using the Leadership Challenge Model (LCM).

Process

- Fill in the blank Action Plan Worksheet
- List each priority action and the related sub-actions in the far left column;
- Assign a person who will be responsible for each activity;
- Note needed resources to complete the activity;
- Indicate the weeks or months during which this activity will be implemented.
- Make sure that the action plans is integrated with existing work plans
- List all your priority actions on a timeline showing when each activity and sub activity will be carried out, who is responsible, and what Resources are required.

ACTION PLAN

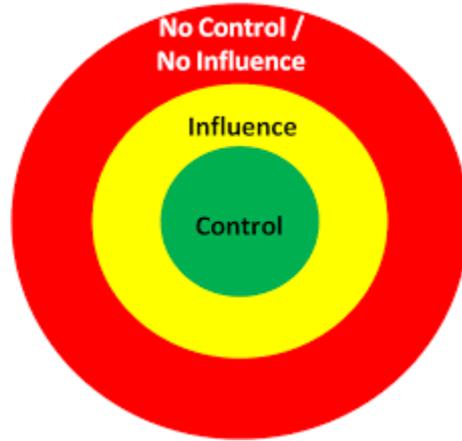
School: _____ **Measurable result:** _____

Priority Actions (as outlined in Section 8)	Person(s) responsible	Resources needed (human, financial etc.)	Timeline			
			1 st month	2 nd month	3 rd month	4 th month

Techniques for the Leadership Challenge Model (LCM)

- There are four leadership techniques that you could use to assist you manage the Leadership Challenge Model (LCM) successfully.
- These leadership techniques include:
 - Recognizing your spheres of influence
 - Putting things first – the important and urgent matrix
 - Analyzing stakeholder interests and concerns
 - Mobilizing stakeholders to commit resources





Recognizing your sphere of influence

Purpose: This exercise will help you learn about where you can be most successful in influencing change and provides guidelines for aligning and

mobilizing others in the Leadership Challenge Model (LCM).

Here are examples of issues that you have director control over, can influence and those that you may have no influence over:

- a) Issues you have direct control over: our behaviors, our actions, our attitudes
- b) Issue you can influence: our neighborhood, our church, our work environment, friends, colleagues, family (we can influence them but we cannot control them.)
- c) Have no influence over: natural phenomena such as earthquakes or weather, politics etc. It is important for leaders to divert attention to the (a) and (b) above so as to indirectly affect (c).

Putting first things first: The Important and Urgent Matrix

Purpose: This tool will help you and your team to learn how good management means putting first things first and organizing and carrying out work based on priorities in the Leadership Challenge Model (LCM).

Process: Below is the Important and Urgent Matrix.



	URGENT	NOT URGENT
IMPORTANT	<ul style="list-style-type: none"> • Crises • Pressing problems • Deadline-driven projects that are critical to your strategic priorities 	<ul style="list-style-type: none"> • Preventing problems and anticipating future activities • Creating strategy, planning • Relationship building • Recognizing new opportunities • Recreation
NOT IMPORTANT	<ul style="list-style-type: none"> • Interruptions, some calls • Some mail, some reports • Some meetings • Pressing matters 	<ul style="list-style-type: none"> • Trivia, busy work • Interruptions • Some mail • Some phone calls • Time wasters

	URGENT	NOT URGENT
IMPORTANT	Quadrant I: Urgent & Important	Quadrant II: Not Urgent & Important
NOT IMPORTANT	Quadrant III: Urgent & Not Important	Quadrant IV: Not Urgent & Not Important

- a) **Quadrant I** represent things that are “urgent and important.” quadrant I activities are usually “crises” or “problems” They are very important, but look out! Quadrant I can consume you. As long as you focus on it, it keeps getting bigger and bigger until it dominates your work. There will always be a crisis that requires immediate attention, but how many things are really urgent?
- b) **Quadrant II** includes activities that are “important but not urgent”. It is the *quality* quadrant, where we plan and anticipate, and prevent things that otherwise might become urgent. *Quadrant II is the heart of effective management of the Leadership Challenge Model (LCM).*

- c) **Quadrant III** includes things that are ‘urgent, but not important’. Plenty of us spend too much time in this quadrant. The urgency sometimes is based on someone else’s priorities. It is easy to believe that something that is urgent is also important.
- d) **Quadrant IV** includes activities that are “not urgent and not important’. It is the “waste of time” quadrant. Chatting, reading jokes, and gossiping are examples of these activities.





Impact of each quadrant on your energy and effectiveness

- a) **Results of living in Quadrant I:** Stress, burnout, crisis management, always putting out fires.
- b) **Results of living in Quadrant II :** Vision, perspective, balance, control, few crises
- c) **Results of living in Quadrant III :** Short-term focus, crisis management, feeling victimized and out of control
- d) **Results of living in Quadrant IV:** Irresponsibility, work not completed on time (or at all), loss of your job

Note it!

- Most of your time should be spent in Quadrant II, Important and Not Urgent.



Analyzing stakeholder interests and concerns

Purpose: This exercise helps the team to identify key stakeholders (individuals and groups), understand their interests and concerns, and strategize on how to get their support for the Leadership Challenge Model (LCM).

Process: “Having a stake’ means being affected by the outcome of an activity and/or being able to influence the outcome positively or negatively. Sometimes we approach stakeholders as if we know what their concerns and interests are. If our assumptions turn out to be wrong we may distance them, rather than align or mobilize them.



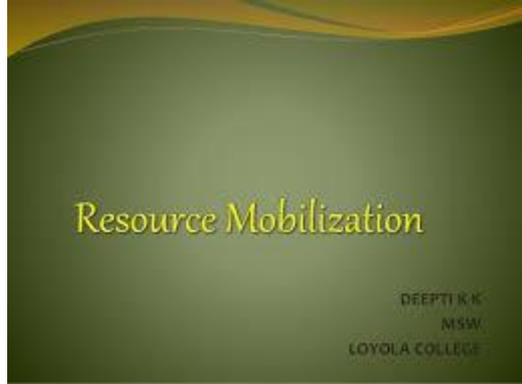
Mobilizing stakeholders to commit resources

Purpose: This exercise provides a planning process for aligning and mobilizing resources and other forms of support from stakeholders. It should be used after you have identified your measurable results and obstacles in the Leadership Challenge Model (LCM). It will help you focus your plans for approaching stakeholders and inform your action plan for achieving results.

Process

Step 1: Brainstorm stakeholders

- Brainstorm with your team to develop a list of stakeholders from whom you need resources in order to overcome your obstacles and achieve results. (Stakeholders could include local community groups, other education units, other levels of the education system, or other organizations in your area.)
- Make a list of all stakeholders that could support you in achieving your results.



Step 2: Brainstorm resources desired and how to get them

- Discuss what resources each stakeholder has that you need. (Resources could include: skills, equipment, vehicles, funds, or nonmaterial resources such as support, endorsements, and ideas.)
- Brainstorm the request(s) you want to make of them

Step 3: Fill in the Resource Mobilization Request Form

- Fill in the Mobilization Request Form and decide how you can get these stakeholders to support your effort to achieve your intended result(s).
- Decide what specific requests you will make of each stakeholder, who will be responsible for making the requests, and what the timing of the requests will be.
- Include the activities and timeline you have identified in your overall action plan.

Resource Mobilization Request Form

Name of stakeholder and resources needed	What specific request Will we make of this stakeholder?	Who will make this request?	When will the request be made?



- In this unit, we have looked at the concept of leadership challenge model.
- We have learned about the process of using the model in action research.
- We have examined the guidelines for the leadership challenge model and techniques that can be employed to help you in conduction action research.
- We hope you are now ready to embark on your action research project.