

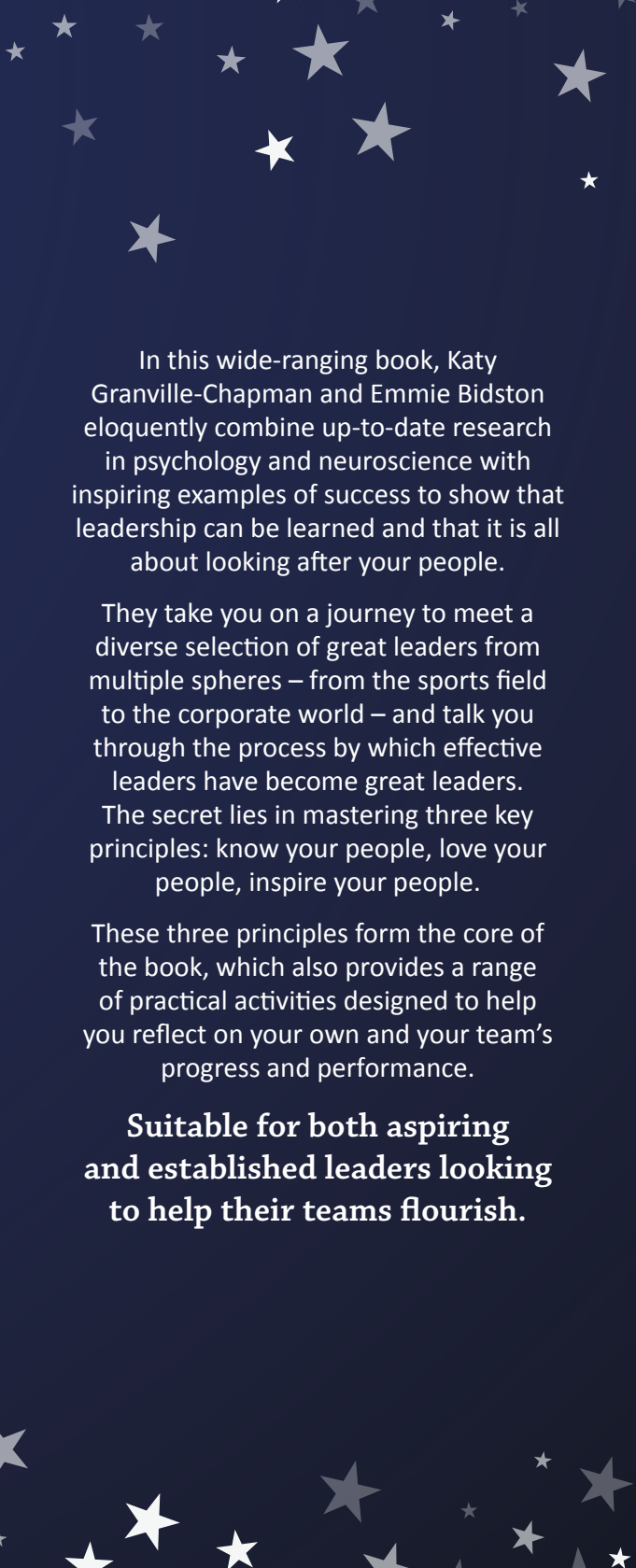


Leader

Know, love and inspire your people

Katy Granville-Chapman
and Emmie Bidston

Foreword by
Sir Anthony Seldon



In this wide-ranging book, Katy Granville-Chapman and Emmie Bidston eloquently combine up-to-date research in psychology and neuroscience with inspiring examples of success to show that leadership can be learned and that it is all about looking after your people.

They take you on a journey to meet a diverse selection of great leaders from multiple spheres – from the sports field to the corporate world – and talk you through the process by which effective leaders have become great leaders.

The secret lies in mastering three key principles: know your people, love your people, inspire your people.

These three principles form the core of the book, which also provides a range of practical activities designed to help you reflect on your own and your team's progress and performance.

Suitable for both aspiring and established leaders looking to help their teams flourish.

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Foreword

What constitutes good and bad leadership has fascinated me all of my life. I grew up in the long shadow of the Second World War. I never ceased to be moved by listening to Churchill's speeches and learning more about him. A good leader. Hitler was ubiquitous in my formative years too, in the school curriculum, in films and in literature. A bad leader, albeit with many of the qualities that good leaders need, including oratory, a vision and the ability to motivate his team. As I grew older, I came to realise that leadership is the magic ingredient that can transform any institution, country, company or college for the better. Or worse.

A vision is essential for a leader, but having a vision in itself is not enough. Hitler, for example, had a profoundly dehumanising and evil vision. Leaders operate in a moral universe. To be a good leader they need to embody goodness. But even a vision and ethics are insufficient: the excellent leader needs to find a vision which is appropriate for the organisation at the moment at which they take command. Coming up with an inappropriate vision explains why one leader could be a great success in one organisation but be utterly baleful in another. The true leader will find a vision which is organic to the organisation they have taken over and true to its traditions, rather than implanting an off-the-shelf generic plan dreamed up by a management consultant. This book takes you through how to create a collective vision that everyone can engage with and feel part of.

When I was headmaster of Brighton College (and, later, Wellington College), I became increasingly excited by the prospect of teaching students and staff about leadership. At the latter institution, I was fortunate to have on my staff Katy Granville-Chapman and Emmie Bidston, the authors of this book. Both of them embodied in their lives at the school, and in their interactions with students and staff, an authenticity and a singularity of vision for leadership that prioritises the flourishing of others.

In schools, it is very clear to students, if not always to the teachers concerned, who has sincerity. Students can see through teachers far more quickly than many realise. Katy and Emmie have that gift of effortless authenticity in abundance, and it informs every page of this book.

I believe that every school student and employee should be taught about leadership – good as well as bad, and the leadership traits which pertain to various situations and those which are task specific. The captain of a nuclear submarine requires many attributes in common with the captain of Aston Villa Football Club, but there will be some skills which are particular to each role. In the right hands, few things are more fascinating to learn about than leadership and the qualities we all need to develop as future leaders.

People who might never be turned on by academic work can become highly motivated and fired up when considering leadership and when they are given leadership tasks. They quickly learn that a good leader does not need to shout, coerce or use fear; it is much more effective to lead with clarity, calm, compassion and character.

The challenges we will face in the future include coping with pandemics, tackling global warming and the climate emergency, and helping to rebuild communities torn apart by globalisation and artificial intelligence. The skills required are far more than intellectual. Very few of the greatest political leaders in Britain have been leading intellectuals. Prime ministers customarily come into Downing Street with aides who have very high IQs and brains the size of planets, but who leave after a few months with their missions incomplete.

The leaders of the future need to be rounded figures. They need to be in touch with themselves, with their feelings, with their bodies and, most importantly, with other people. They need to be principled and have a clear vision about how to build a better world.

This wonderful book discusses these and many other topics, and I cannot recommend it too highly.

Sir Anthony Seldon
Vice-Chancellor of the University of Buckingham



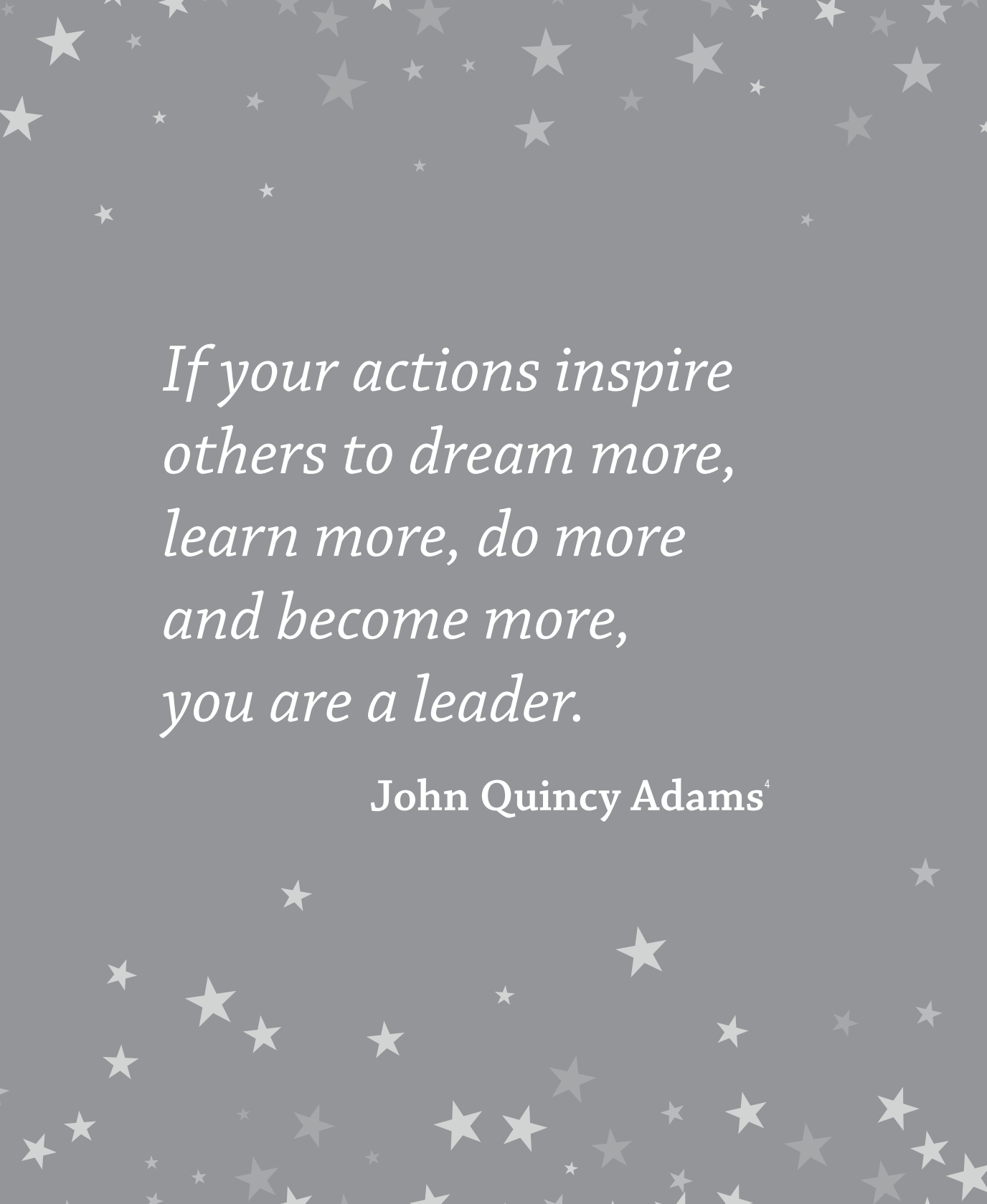
Preface

It could have happened to anyone. It was just unlucky that he was the boss on shift that day. Fifty-four years old and many miles from home. Drawn by the promise of good wages in exchange for the risks that inevitably came with the job. It was meant to be a seven-day tour. It turned into a sixty-nine-day ordeal of darkness and despair.

On 5 August 2010, Luis Urzua found himself trapped thousands of feet below ground with thirty-three other men. The San José gold and copper mine in Chile had collapsed, leaving them imprisoned under tonnes of rock. They were fearful of being crushed to death by further rock falls and had no way to communicate with the outside world. No way to know how long they would need to wait or how long they would need to make the two days' worth of supplies last.¹

The leadership challenge was enormous. Hungry, scared men started forcing open the food cupboard in their fear and grabbing the little that was there. But their shift manager, Urzua, had a reputation for being protective and loving his team. When he intervened in the situation, they trusted him enough to step back and agree to ration the supplies, living off one teaspoon of tuna and a half-glass of milk every few days. Urzua kept reminding the miners that they were all in this together. They were a team. They ate their meagre rations together in the same spot, at the same time, building a sense of belonging. Every man had a role, everyone had a responsibility. They were all involved and utterly focused on achieving their one goal – survival.²

Their first contact with the outside world came after seventeen days, which had left them close to starvation. It was another fifty-two days before they were rescued and finally hoisted, one by one, to the surface. No miner wanted to be transported to the hospital before the last man had been brought out.³



*If your actions inspire
others to dream more,
learn more, do more
and become more,
you are a leader.*

John Quincy Adams⁴

Urzua never spoke about his own leadership role during the crisis, although many others praised him. He talked instead about his men, their talents and their welfare. He thanked the rescuers and the health officials. He did everything he could to look after his people. He was the last man to be lifted out of the shaft, merely commenting: 'It's been a bit of a long shift.'⁵

Similar to many other individuals who have faced extreme circumstances and adversity, Urzua exemplifies the fact that some people can step up and become effective leaders in the face of impossible circumstances. Yet many others who encounter challenges struggle to bring out the best in their teams, pulling people apart rather than together and creating a culture of fear and blame.

What exactly is it that good leaders do to enable their teams to succeed? How do they think? How much of their success can be predicted by IQ, talent or temperament? What do the recent advancements in neuroscience and research teach us about effective leadership?

This book reflects our efforts to explore these questions. In the following chapters, we will take you on a journey to meet leaders from multiple different spheres. We will show you how effective leaders enable their people to flourish. These individuals will, at times, appear to go against mainstream views of strong leadership. However, the performance they have enabled has been extraordinary.

Great leaders have become great because they have mastered three key lessons:

Lesson I: Know your people. Great leaders know their team's values and strengths through great listening, powerful questioning and empathy.

Lesson II: Love your people. Great leaders love their team through compassion, service and creating psychological safety.

Lesson III: Inspire your people. Great leaders inspire their team through a clear sense of purpose, optimism and gratitude.

Our journey to understand leadership began before we met. Katy Granville-Chapman served in the British Army, deploying to Iraq, and Emmie Bidston in


the Civil Service after graduating from Cambridge with a degree in economics. We saw outstanding examples, in both government and the military, of leaders enthusing and engaging people through compassionate and positive leadership. We also saw examples where poor leadership resulted in the loss of morale and motivation, and had a negative impact on performance and mission outcomes. These experiences sparked in us an insatiable curiosity about what makes a great leader and how to grow leaders who bring out the best in people.

In later years we entered teaching, which is where we met, and our leadership adventure began. This led to us helping to advise and train numerous organisations, including England Rugby and the Civil Service, and eventually to advise the Prime Minister's Office. Katy co-founded Global Social Leaders with Jon Harper, a positive leadership and entrepreneurship programme, which now has participants in 102 countries. Emmie co-founded the Young African Leadership Program, a charity that supports innovative African schools as they seek to support, teach and inspire the next generation of African leaders.

We have worked on leadership within elite sport, with government ministers, army officers, head teachers, Oxford University, charities and countless incredible young people from across the globe. Many of these leaders were already serving their people and helping them to flourish – with outstanding results. However, others were harder to convince. They were suspicious of servant leadership (the idea that the main role of the leader is to serve) and perceived compassion as weak and ineffective. This book is our answer to them, because it's not enough for leaders to lead through their own ego. It's not enough to shout orders based on leaders' own values and ideas. Only by watching, listening and working with others can we get the most out of teams and communities.

This book is also our celebration of all the inspiring young people we have worked with, who have set up social action projects around the world and are already having an enormous impact.

By the time you finish reading this book, we hope you will be reconsidering some fundamental assumptions about leadership and what kinds of leaders create high-performing teams. We have set you challenges to complete



individually and also with your teams (so please have a notebook handy while you read). Building on the latest evidence, stories and our own experience, we will help you to become the best leader you can be: a leader who knows, loves and inspires their people.



Contents

Foreword i

Preface iii

Acknowledgements ix

Lesson I: Know Your People 1

Introduction to Lesson I 3

Chapter 1: Speaking Serbian 5

Case Study: The San Antonio Spurs 5

What Are Values? 8

Knowing Your Own Values 8

Case Study: Melinda Gates 9

Case Study: Vince Lombardi 11

Living Out Your Values: Michelle Obama 15

Knowing Your People's Values 17

The Research on Values 18

Hunting for Values 19

Make the Time 22

Strengths – Why Fish Shouldn't Climb Trees 23

The Benefits of Focusing on Strengths 25

Case Study: England Cricket Team 30

Question Time 32

Case Study: Standard Chartered Bank 36

Conclusion 38

Summary 39

Chapter 2: Listening Like a Trampoline	41
Case Study: Drive-by Shootings and Prisons	41
Listening	44
Asking Effective Questions	47
Case Study: Yorkshire Cricket	52
Positivity	53
What Does This Mean for Leaders?	54
Case Study: Pep Guardiola	57
Empathy	58
Trampolines vs. Sponges	61
Case Study: Leadership Lessons in the Words of a Head Teacher	64
Conclusion	65
Summary	66

Lesson II: Love Your People 67

Introduction to Lesson II	69
Chapter 3: More Southgate, Less Mourinho	71
Southgate vs. Mourinho	75
Love Them with Kindness	77
Put On Your Own Oxygen Mask First	78
Kindness and Performance	79
Kindness in Action	80
Case Study: 40 Seconds to Save a Life	83
Case Study: When the CEO Cleans the Loos	85
Case Study: London's Grenfell Tower Tragedy	88
Givers and Takers	89
Case Study: Lacrosse Superstar	93
Case Study: Private Michelle Norris	94
Conclusion	95
Summary	96

Chapter 4: More Shackleton, Less Scott	97
Shackleton vs. Scott	99
Fearless Leading	102
Fearful Teams	103
Fearless Teams	105
Psychological Safety – the Research	106
Top Tips from Amy Edmondson	109
Tigers and Amygdala Hijacks	112
Amygdala Hijacks Today	114
Fearless Failure	116
Case Study: General Motors and Mary Barra	120
Creating a Culture of Fearless Failure	121
Facing the Gremlins	124
Growth Mindset	124
Case Study: Fearless Healthcare	127
Fearless Communication	130
The Magic Formula for Difficult Conversations	133
Conclusion	135
Summary	136
Lesson III: Inspire Your People	137
Introduction to Lesson III	139
Chapter 5: Lessons from a Small Island	141
Case Study: The All Blacks	141
Meaning and Purpose	144
Case study: DTE Energy	145
Building a Purpose Statement	148
Case Study: PepsiCo	152
In Discussion with Amy Edmondson, Adam Grant and Amy Wrzesniewski	153
Amy Edmondson	154
Adam Grant	156

Amy Wrzesniewski	156
Case Study: <i>Ubuntu</i>	158
Case Study: KPMG	161
Weaving Purpose into Every Day	162
Case Study: The Wright Brothers	165
Conclusion	166
Summary	166
Chapter 6: Lessons from Beneath the Water	169
Empowerment and Excellence in Schools	169
From Power to Empower	171
Case Study: UK Manufacturing	172
Lessons from Under the Sea – Empowerment	173
How to Empower	178
Case Study: Zappos	179
Lessons from Beneath the Surface – Perseverance for Excellence	181
Putting in the Hard Work	183
Growing Grit	184
Leading for Grit	186
Magic Feedback	191
Question Time	192
Grit in Healthcare	193
Celebrate!	195
Physical	196
Psychological	196
Social	196
Conclusion	198
Summary	198
Conclusion: True Leadership	201
Becoming Leaders – Join the Journey	202
<i>Endnotes</i>	205
<i>Bibliography</i>	225



Lesson I

Know Your People



Introduction to Lesson I

Code name: Project Aristotle. What images spring into your mind? An undercover MI6 mission team creeping stealthily into an insurgent's hide-out? An Enigma-style Second World War crack team working on Nazi codes? Or perhaps a ferociously academic team of classicists sifting through dusty manuscripts?

Project Aristotle was actually the brainchild of Google.⁶ Google has always been known for its culture of innovation and its relentless drive to improve performance and productivity. Having spent much of the previous decade considering how to bring out the best in the individuals who worked for the company, in 2012 it turned its attention to creating the perfect team – finding out why some teams stumble and others soar.⁷

The fact that Google is a data-driven organisation means it had both the researchers and the algorithms to analyse gigantic quantities of information, so it threw lots of resources at the question. It employed a team of researchers, psychologists and statisticians who started with a literature review, covering academic journals and books from the last fifty years. They then interviewed and observed hundreds of staff and teams at Google.⁸

They were hunting for patterns, for a formula that would help them to decode the data, for clues as to how the best teams work. Do they communicate in the same way? Use the same strategies? Is it about the intellectual ability or emotional intelligence of the individual members? They kept searching and hypothesising, but even a year into the project they were drawing a blank as to the elusive characteristics of high-performing teams. The data just seemed to be pointing in different, contradictory directions. It remained an enigma.

What they did realise, early on, was that there was very little correlation between the abilities, backgrounds or successes of the individual members

of a team and the overall success of the team. They continued to interview more teams and trawl more data for clues.

What gradually emerged was the fact that the most significant predictor of team performance was how the members related to one another – for example, how well they took into account each other’s opinions and emotions. Team culture was far more significant than the abilities of the individuals in the team.

This linked back to some work done by psychologists at the Massachusetts Institute of Technology a decade ago, who recruited nearly 700 people, divided them into teams and gave them various tasks to accomplish.⁹ They used a well-respected classification of group tasks to help them choose the team activities, which involved solving visual puzzles, brainstorming the uses of a brick, making collective moral judgements and negotiating over limited resources.

They found evidence that teams can have a ‘collective intelligence’ independent of the average (or best) individual team members’ intelligence (IQ). This team IQ is largely dependent on the average social sensitivity of the team and how well they communicate – how well they try to know and understand each other and find positive ways to relate to one another.

As leaders, this research reminds us that our teams are more than the sum of the individuals and that their performance and collective IQ will depend critically on how well we can nourish a culture of authentic interactions and real conversations. Leadership is about helping our team members to be the best versions of themselves and work together in ways that allow creativity, risk-taking and vulnerability. The foundation for this kind of high-performance culture is knowing the people on our teams: what really matters to them, their values and their strengths. We will be looking at how to build these foundations in the next two chapters.

The page is decorated with numerous light grey stars of various sizes scattered across the top and sides. The stars are five-pointed and have a subtle gradient, giving them a soft, ethereal appearance. They are positioned around the text, framing it without obscuring it.

Chapter 1

Speaking Serbian

Case Study: The San Antonio Spurs

The San Antonio Spurs are one of the most successful basketball teams of all time, having won five championship titles (1999, 2003, 2005, 2007 and 2014). The Spurs have been an incredible example of a team with the right culture, organisation and winning strategy. An opponent once said that watching them play was like ‘listening to Mozart’.¹⁰ What is the secret of their winning culture? Their leader: Gregg Popovich. Popovich has been the Spurs’ coach since 1996 and has been on Fortune’s list of the 50 World’s Greatest Leaders.¹¹ Yet on first impressions he doesn’t seem like the ideal leader, with his volcanic temper and old-school discipline.

He grew up in East Chicago, Indiana, and started playing basketball at a young age. He enrolled at the United States Air Force Academy and was on the academy’s basketball team for the next four years. He graduated with a degree in Soviet studies and served the required five years of active duty in the Air Force, competing in the US Armed Forces’ basketball team and touring Eastern Europe and Soviet Russia. He first joined the Spurs in 1988 and became the head coach of the team in 1996.¹²

Popovich’s success as the Spurs coach has been a result of the way he has cared about his players. Popovich understands that it is his responsibility to connect with his players, to bring them into the Spurs culture, and to make sure they have a strong relationship with him and the other players. Popovich wants his players to be fully human and he’s genuinely curious about them. Will Purdue explains that Pop went much further than other coaches were willing to go: ‘They cared about you, but they didn’t really

want to overextend themselves in case you got cut or got traded ... I don't think Pop ever even considered that. He saw you as a human being first and a basketball player second.¹³

By talking to them about their interests and their life outside the court, he shows the players that he truly does care about them. This interest in their lives creates the foundation for their solid relationship.

Popovich is always trying to connect to his team in different ways: he discussed Argentinian politics and conspiracy theories with Manu Ginobili. He flew to the island of St Croix to get to know Tim Duncan before he started. He talked in Serbian to two of his players to build better relationships.¹⁴

This is a great example of our first lesson in leadership. If you want to be a leader you must really know your people. Not just know their names, but *really* know them – what makes them happy, what makes them mad, what are their dreams, hopes and aspirations. Consider how amazed Perdue was by how much Popovich wanted to know about the team and the effort he went to in order to connect with and know his players.

One reason that knowing your people matters so much is that, 'When thinking back over their lives and selecting their most important leadership role models, people are more likely to choose a family member than anyone else.'¹⁵ Isn't that incredible? When people were asked to choose their most important leadership models, they didn't pick Nelson Mandela, Mother Teresa or Barack Obama, they picked family members. Because they are the people who know you best and you know too. It is all about positive relationships.

There are a multitude of books on leadership and literally hundreds of thousands of research papers on this subject. If you Google the word 'leadership' you will get about 6 billion results. This suggests that there is a lot of interest in the topic, but also that there is still some uncertainty over both what precisely leadership is and how to develop effective leaders.

However, there is also plenty of agreement in the research. Although we can't claim to have read every research paper and book on leadership, we have given it our best shot and we will introduce you to some of the most robust research as we go along.

Relationships with people are what it's all about. You have to make players realize you care about them. And they have to care about each other and be interested in each other.

Gregg Popovich¹⁶

The evidence suggests that there are two main areas you need to focus on in terms of knowing your people: knowing their values and knowing their strengths.

What Are Values?

We have asked hundreds of people what they think values are. Here is a selection of some of the answers we have received:

- What matters most to me.
- The things that make me tick.
- Who I am when no one is watching.
- A compass for my life.
- The deepest part of me.

We like to use the metaphor of a stick of rock – if we cut you open, what would be written all the way through you? Professor Noel Tichy of the University of Michigan tells us that your personal values speak to the question, ‘Who am I?’¹⁷

Knowing Your Own Values

There is significant interest from leadership scholars in the value of values for leadership. Understanding what you *really* care about will give you courage in difficult situations and help you to make decisions that are congruent with the kind of person you want to be.

You also need to know your values to be an authentic leader – credibility is considered by many to be the foundation of leadership. Leadership is fundamentally a relationship, so if people are going to follow you, they need to believe in you and trust you: ‘If you don’t believe in the messenger you

won't believe in the message.¹⁸ People need moral authority in order to lead well, and to do this it is critical that they know their own values so they can align their behaviour consistently with them.

It's not just knowing your values that matters, it is also living them out. Your values provide your compass – they show you where you should be going – but you still need to follow them. That is what is meant by being authentic.

In a well-reviewed leadership book, *True North*, Harvard Business School professor Bill George and Peter Sims argue that the essence of good leadership is being true to who you really are.¹⁹ It begins and ends with authenticity. This means that you must be yourself: if creativity really matters to you, then you need to be creative; if friendship really matters to you, then you need to make sure you have time with your friends; if honesty really matters to you, then tell the truth. Authenticity builds trust. People love leaders they can trust – leaders who are being their real selves.

We often discover our own values during the hard times in life, when a situation makes us angry and we realise that something important to us, some critical need or value, isn't being met.

Case Study: Melinda Gates

Melinda Gates provides a good example of this in her book *The Moment of Lift*.²⁰ Melinda started working at Microsoft straight after university and she loved the energy, pace and challenge of the company. She was passionate about their dream of democratising computing in a way that would change the world and she adored computer coding. However, there were also aspects of the culture that she found difficult and, after a year and a half, she had reached the point where she was ready to quit. It was just too aggressive, argumentative and competitive for her to thrive. It was all about strength, and you proved your strength by winning arguments and taking no notice of anyone else. No one said well done, thanked each other or celebrated one another's successes.

Melinda knew she was capable of performing and leading in that way if she absolutely needed to, but it wasn't authentic to who she was. The effort of trying to be someone she wasn't was dragging her down and taking the joy out of her work. Yet every time she thought about leaving she was torn by the fact that she loved the company's vision. It was an incredible organisation to be part of and the buzz of ideas was electric.

She decided to see if she could either change the culture or at least be a more authentic version of herself within Microsoft. She needed to start being who she actually was: tough and strong, but also vulnerable, honest and collaborative rather than competitive. She searched for people who were also struggling with the culture and built a team of peers, mentors and role models who would help her to find her voice and her own style of leadership.

As she built an honest, collaborative culture she began attracting the brightest stars in Microsoft to work for her – talented individuals who wanted to work in that environment. She ended up leading 1,700 people within the organisation. She created an atmosphere where everyone could be honest about their strengths as well as their weaknesses, where people worked together towards a bigger goal and weren't trying to prove themselves, where failure wasn't hidden but learned from, and where nobody was pretending.

Learning to lead authentically and be true to her values in such an aggressive culture also gave Melinda the confidence to go on and lead in the non-profit sector. The Bill & Melinda Gates Foundation searches for problems that haven't been solved by either governments or markets; these solutions could be the catalysts for rapid and long-lasting development. Having learned to be vulnerable and honest as a leader in Microsoft, she now deliberately takes risks and doesn't play it safe in philanthropy. She knows that some projects will fail but is prepared to make bets on promising solutions, see which ones pay off and share the results so everyone can benefit.

She says: 'Being yourself sounds like a saccharine prescription for how to make it in an aggressive culture. But it's not as sweet as it sounds. It means not acting in a way that's false just to fit in. It's expressing your talents, values

and opinions in your style, defending your rights, and never sacrificing your self-respect. That is power.’²¹

Case Study: Vince Lombardi

Vince Lombardi, legendary coach of the Green Bay Packers American football team, inherited a team that had been at the bottom of the National Football League (NFL) for years. No one saw any way back. Lombardi took over the team in 1959. Two years later they won the NFL, and again in 1962 and 1965, followed by the Super Bowl in 1966 and 1967.

Several biographies have been written about his leadership and there has even been a Broadway show about his life, such is the legend that surrounds him.²² These reviews of his life all circle back to the same foundation of his leadership – that his success was based on the idea that ‘Only by knowing yourself can you become an effective leader.’²³ He understood that you have to know what matters to you before you can lead anyone else. Self-knowledge is critical because we bring who we are as a leader to every interaction – our views, strengths, weaknesses, prejudices, assumptions and values. They affect how we interpret the world and our interactions.

You need to know your own values. From this you develop character and integrity and from these you earn the right to leadership. Lombardi put the value of humility at the core of his teaching – players were taught they were never to get too big to do the small things.

Character rises out of our values, our purpose, the standards we set ourselves, our sacrifice and our commitment and the decision we make under pressure, but it is primarily defined by the contribution we make, the responsibility we take, the leadership we show.

James Kerr²⁴

Lombardi’s view of leadership was all about becoming a leader from the inside out. As leaders, we are measured on external results and yet these results are often achieved (or not) because of who we are as leaders.



Katy Granville-Chapman served in the British Army as both a troop commander and an education officer, a role in which she set up the education provision for British soldiers in Iraq and delivered leadership training to them. Katy is now a deputy head teacher, an affiliated researcher at the University of Oxford's Wellbeing Research Centre and the co-founder of a global leadership programme which has participants in 102 countries. Katy has advised – among others – David Cameron's government, the Department for Education, England Rugby and the Cabinet Office on leadership.



After graduating from the University of Cambridge with a degree in economics – and before going into teaching – **Emmie Bidston** worked developing policies for the government in Westminster, in a range of areas from education to contingency planning. She is currently head of economics at Wellington College and director of the Wellington Leadership and Coaching Institute. She co-founded a charity to help develop young leaders in Africa and runs conferences, coaching and leadership training for adults and young people.

**What exactly is it that good leaders do
to enable their teams to succeed?**

**How do they think? What do findings from
neuroscience teach us about effective leadership?**

***Leader* explores and answers these crucial questions.**

This is an exceptional book on leadership. *Leader* seamlessly combines fantastic stories with laser-sharp questions to prompt you to think, learn and, ultimately, grow your leadership capabilities.

Will Greenwood, former England rugby international and 2003 World Cup winner

To be known, loved and inspired is a basic human need which acts as the fuel for a purposeful, values-driven life. Katy and Emmie have encapsulated this simple yet powerful message as the core of this practical guide for those striving to become better leaders and those who aspire to lead. *Leader* will quickly become a go-to companion for many on this journey.

Mike Buchanan, Chair, International Positive Education Network, and founder of PositivelyLeading

Distilling decades of research findings, Katy and Emmie take a fresh look at leadership and talk us through the essential ingredients needed to develop ourselves as great leaders – from the importance of really knowing and caring about our teams, to building and sharing a vision that will inspire and motivate them.

Clare Richards, Chief Executive, the ClementJames Centre

This book doesn't simply introduce a way of leading; it inspires, challenges and guides you to step up and lead in your own context for the good of those around you.

Dr Edward Brooks, Executive Director, The Oxford Character Project

Leader is an outstanding book for anyone interested in becoming a better leader. The principles covered are relevant to everyone: from executive to apprentice, from parents to teachers and coaches.

**Andrew Cox, consultant cardiologist and general physician,
Frimley Health NHS Foundation Trust and the Royal Brompton and Harefield NHS Trust**

All royalties from sales of this book will
be donated to The Prince's Trust

