

# The Leadership Effectiveness Mandate

Moving People, Standards and Results Through Influence, Responsibility and Execution



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# Abstract

Leadership effectiveness has become a defining organisational concern. Institutions invest heavily in strategy, systems, technology, talent and governance. The conversion of these investments into practical results depends on leadership behaviour at every level. This article presents leadership effectiveness as the disciplined capacity to move people, standards and results through three anchors: influence, responsibility and execution.

The article develops two proprietary frameworks by Dr. Olumuyiwa Akinrole Oludayo. The first is the Strategic Resonance Leadership Framework, which organises the 10 Focal Points for Leadership Effectiveness: Lay the Tracks, Empower the Team, Articulate the Vision, Deliver Results, Evaluate Outcomes, Reward Performance, Support Worthy Causes, Harness Resources, Inspire Greatness and Promote Values. The second is the Transformative Learning Gauge, which explains the 7 Targets of Influence: Thoughts, Beliefs, Opinions, Vision, Experience, Actions and Results.

Drawing from leadership scholarship, influence theory, social learning theory, mentoring and coaching literature, ethical leadership research, goal-setting theory, strategy execution literature and recent workplace evidence, the article argues that effective leadership is observable, developmental, ethical and measurable. It is shown through the clarity leaders provide, the standards they protect, the commitment they earn, the people they develop and the results they help others achieve.

This article is written for executives, managers, team leaders and professionals who carry responsibility for leading work, shaping conduct, influencing behaviour and delivering outcomes in complex organisational environments.

Keywords: leadership effectiveness; influence; responsibility; execution; strategic resonance; transformative learning; workplace behaviour; leadership development; organisational performance; management discipline.

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# Leadership Effectiveness as the Discipline of Moving Work

Leadership becomes effective when it creates meaningful movement. It helps people understand what matters, gives standards operational force and converts intention into measurable progress. The central concern of leadership is therefore practical: **what changes because leadership is present?**

The contemporary workplace gives this question urgency. **Gallup's State of the Global Workplace 2026** reports that global employee engagement fell to 20% in 2025, the lowest level since 2020, with low engagement estimated to cost the world economy about **US\$10 trillion** in lost productivity (Gallup, 2026). DDI's Global Leadership Forecast 2025 highlights leadership stress, bench strength concerns, trust and the changing expectations of leadership in an environment affected by AI, talent complexity and organisational disruption (DDI, 2025). The Chartered Management Institute's work on "accidental managers" reports that 82% of managers who enter management roles have had no formal management and leadership training (Chartered Management Institute, 2023). These signals point to a leadership capability challenge with material implications for people, standards and performance.

Leadership scholarship provides a strong conceptual foundation. Kotter's distinction between leadership and management places leadership in the work of setting direction, aligning people and motivating action (Kotter, 1990, 2001). Yukl describes leadership as an influence process affecting task objectives, relationships and organisational outcomes (Yukl, 2013). Bass and Riggio's work on transformational leadership explains how leaders elevate commitment through idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Bass & Riggio, 2006). Kouzes and Posner's research-based leadership model also emphasises modelling, shared vision, enabling others, challenging processes and encouragement (Kouzes & Posner, 2023).

# Leadership Effectiveness as the Discipline of Moving Work

This article advances the argument through three anchors: influence, responsibility and execution.

*Influence moves people. Responsibility protects standards. Execution delivers results. These anchors provide a practical language for assessing leadership behaviour in the places where work is shaped, decisions are made and outcomes are produced.*



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Two proprietary frameworks support the applied contribution of the article. The Strategic Resonance Leadership Framework explains the 10 Focal Points for Leadership Effectiveness. The Transformative Learning Gauge explains the 7 Targets of Influence. Together, they create a leadership architecture for professionals and institutions seeking clearer direction, stronger conduct, better development and more reliable execution.

# The Leadership Effectiveness Mandate

Leadership effectiveness begins with a mandate: make work clearer, strengthen people, protect standards and produce results. This mandate is visible in communication, judgement, correction, resource mobilisation, people development and disciplined follow-through.

Professionals experience leadership through the conditions created around work. They notice whether expectations are clear, whether decisions are fair, whether standards matter, whether feedback improves performance, whether problems are addressed and whether commitments are reviewed. Leadership carries a workplace signature. That signature can be observed in conduct, culture and outcomes.

The CIPD Good Work Index 2025 reinforces the importance of job quality, voice, work design and managerial behaviour by providing an annual benchmark of work quality based on more than 5,000 workers across sectors and occupations (CIPD, 2025). Google's re:Work findings on team effectiveness also identify psychological safety, dependability, structure and clarity, meaning and impact as important dynamics of effective teams (Google re:Work, 2025). These findings align with the practical proposition that leadership quality is experienced through clarity, trust, standards, meaning and follow-through.

## 1.1 The Practical Meaning of Leadership Effectiveness

Leadership effectiveness may be described as the disciplined capacity to mobilise people towards meaningful outcomes through credible influence, responsible ownership and consistent execution.

This definition carries four implications.

Leadership effectiveness requires discipline. Repeated behaviour creates the leadership climate that people come to trust or distrust.

Leadership effectiveness creates movement. It mobilises people, effort, judgement, attention and resources.

# The Leadership Effectiveness Mandate

Leadership effectiveness depends on credibility. People respond more deeply when competence, character and consistency are visible.

Leadership effectiveness leaves evidence. Behaviour, standards, decisions, culture and results provide the practical record of leadership.

## 1.2 The Leadership Mandate in the Workplace

The mandate of leadership can be organised into five practical duties: direction, commitment, standards, development and results.

### **Provide Direction**

Leaders make work intelligible. They explain what matters, where effort should go and how success will be recognised. Direction gives people mental order. It helps them understand priorities, consequences and required contribution.

### **Shape Commitment**

Leaders help people commit to what must be done. Commitment grows through trust, purpose, standards and meaningful contribution. Cialdini's work on influence explains that human commitment is shaped by credibility, authority, reciprocity, consistency, social proof and related mechanisms (Cialdini, 2021). Leadership uses influence ethically when it clarifies purpose, strengthens judgement and mobilises responsible action.

### **Protect Standards**

Leaders make standards operational. They define acceptable work and conduct, address behaviour that weakens performance and reinforce behaviour that strengthens the institution. Standards become credible through attention, inspection, correction and recognition.

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## **Develop People**

Leaders build capacity in others. They teach, coach, mentor, sponsor, stretch and correct. The leadership development literature associated with McCall, Lombardo and Morrison highlights the developmental value of challenging assignments, developmental relationships and formal learning (McCall et al., 1988). Leadership effectiveness therefore includes the leader's contribution to the growth of others.

## **Deliver Results**

Leaders convert intention into outcome. Locke and Latham's goal-setting theory establishes the performance value of clear and challenging goals supported by feedback and commitment (Locke & Latham, 2002). Execution requires expectations, priorities, ownership, resources, review and measurement.

## **1.3 Formal Appointment and Effective Leadership**

Formal appointment gives a leader legitimate authority. Effectiveness grows through credibility, trust, judgement, communication, ownership and results. Reporting lines define official relationships. Trust determines the quality of candour, effort and collaboration within those relationships. Titles identify role. Influence determines movement. Instructions assign work. Inspiration strengthens initiative and ownership. Assigned responsibility becomes effective leadership when the leader carries consequences and protects outcomes.

Kouzes and Posner's leadership work reinforces this behavioural foundation through practices such as modelling the way, inspiring a shared vision, enabling others to act and encouraging the heart (Kouzes & Posner, 2023). The practical standard is clear: leadership effectiveness is revealed through what leaders repeatedly do.

# The Leadership Effectiveness Mandate

## 1.4 Research and Practice Insight

Kotter’s leadership work provides a foundation for understanding leadership as direction-setting, alignment and motivation (Kotter, 1990, 2001). Yukl describes leadership as a process of influence that affects task objectives, group maintenance and organisational culture (Yukl, 2013). Bass and Riggio show that transformational leadership raises motivation and performance through influence, inspiration, intellectual stimulation and individualised consideration (Bass & Riggio, 2006).

Recent workplace research strengthens the urgency of this mandate. Gallup’s 2026 global workplace evidence shows the economic cost of low engagement (Gallup, 2026). DDI’s 2025 leadership forecast points to stress, trust and leadership pipeline risks (DDI, 2025). The CMI evidence on accidental managers shows a preparation gap in the movement from technical contribution to management responsibility (Chartered Management Institute, 2023). Leadership development should therefore strengthen observable behaviour, leadership judgement and measurable workplace outcomes.



# The Strategic Resonance Leadership Framework

The Strategic Resonance Leadership Framework is Dr. Olumuyiwa Akinrole Oludayo's proprietary framework for understanding how leadership philosophy, behaviour, standards, people development, values and results become mutually reinforcing. Within the framework are the 10 Focal Points for Leadership Effectiveness: Lay the Tracks, Empower the Team, Articulate the Vision, Deliver Results, Evaluate Outcomes, Reward Performance, Support Worthy Causes, Harness Resources, Inspire Greatness and Promote Values.

The framework draws from leadership principles earlier presented in Dr. Oludayo's 10 Practices of Leadership learning material and develops them into an integrated leadership effectiveness architecture. The learning material remains a training presentation. The Strategic Resonance Leadership Framework is the proprietary framework advanced in this article.

Strategic resonance occurs when leadership philosophy, behaviour and organisational outcomes move in the same direction. It is present when what leaders believe, what leaders say, what leaders model, what leaders reward and what the organisation achieves reinforce one another.

## 2.1 Lay the Tracks

Lay the Tracks means determining the philosophy that will guide the conduct of the team. It addresses the leadership duty to define how people should work, decide, communicate, relate and pursue results.

Schein's work on organisational culture is useful here because it explains how leaders embed culture through what they pay attention to, measure, control, reward and respond to in critical situations (Schein, 2010). The focal point also aligns with Kotter's emphasis on direction and alignment (Kotter, 1990). Teams require operating principles that help members understand what the leader expects before pressure arrives.

# The Strategic Resonance Leadership Framework

A leader who lays the tracks creates behavioural architecture. The team gains a shared sense of how work should proceed.

## 2.1 Lay the Tracks

Empower the Team means giving people the right, confidence, support and decision space to express their potential responsibly. Empowerment requires trust, competence, information, resources and boundaries.

Kouzes and Posner identify enabling others to act as one of the practices of exemplary leadership (Kouzes & Posner, 2023). Edmondson's psychological safety research also supports the view that people contribute more fully when they can speak up, learn and engage without fear of humiliation or punishment (Edmondson, 1999). Empowerment therefore grows where leaders combine trust with clarity.

LinkedIn's Workplace Learning Report 2025 connects career growth, leadership skill development and internal mobility to the broader learning agenda in organisations (LinkedIn Learning, 2025). Empowerment gains institutional relevance when leaders create opportunities for people to learn, act and move responsibly.

## 2.3 Articulate the Vision

Articulate the Vision means defining the team's pursuit with clarity. Vision gives people a future to pursue, a frame for decisions and a reason to coordinate effort.

Kotter's leadership model places direction-setting at the centre of leadership (Kotter, 1990). Kouzes and Posner similarly identify inspiring a shared vision as a major leadership practice (Kouzes & Posner, 2023). A vision gains force when people can see its meaning for their work and translate it into action.

# The Strategic Resonance Leadership Framework

The Microsoft Work Trend Index 2025 shows how leaders are being asked to interpret a changing world of work shaped by AI, knowledge work redesign and human-AI teaming (Microsoft, 2025). In such environments, vision must help people understand what is changing, what remains important and how contribution should evolve.

## 2.4 Deliver Results

Deliver Results means ensuring outcomes reflect the essence and expectations of the organisation. It connects leadership credibility to institutional value.

Drucker's work on effectiveness emphasises contribution, priority and the disciplined use of attention (Drucker, 1967, 2006). Bossidy and Charan describe execution as a leadership discipline centred on getting things done through people, strategy and operations (Bossidy & Charan, 2002). Hrebiniak's work on strategy execution reinforces the role of structure, coordination, incentives, controls and culture in converting plans into outcomes (Hrebiniak, 2013).

A leader who delivers results connects effort to value. The team learns that work is judged by meaningful contribution.

## 2.5 Evaluate Outcomes

Evaluate Outcomes means ascertaining the value of results against expectations. It gives leadership an evidence discipline.

Kaplan and Norton's Balanced Scorecard translates strategy into objectives, measures, targets and initiatives (Kaplan & Norton, 1996). Locke and Latham's goal-setting work also shows the importance of feedback in performance improvement (Locke & Latham, 2002). Evaluation helps leaders and teams learn from evidence, refine practice and improve decisions.

# The Strategic Resonance Leadership Framework

Evaluation strengthens responsibility because it asks whether standards were met. It strengthens execution because it converts outcomes into learning.

## 2.6 Reward Performance

Reward Performance means recognising and reinforcing contribution, value creation and disciplined achievement. Rewards shape behaviour because they communicate what the organisation values.

The reinforcement tradition in behavioural psychology is relevant to performance because repeated consequences influence repeated behaviour. Cialdini's work on commitment and consistency also helps explain why public reinforcement can shape future action when aligned with credible standards (Cialdini, 2021). Reward should therefore reinforce results, conduct and value creation.

Rewards include formal compensation, recognition, visibility, opportunity, trust and increased responsibility. Leaders must take care that rewards strengthen the culture they want to build.

## 2.7 Support Worthy Causes

Support Worthy Causes means promoting undertakings that enhance human dignity and institutional character. It connects leadership to purpose, ethics and social value.

Ethical leadership research is relevant here. Brown, Treviño and Harrison define ethical leadership through appropriate conduct, communication and reinforcement (Brown et al., 2005). Stakeholder thinking also reminds leaders that organisations create consequences for people beyond immediate financial outcomes (Freeman, 1984). Supporting worthy causes helps leadership remain connected to dignity, fairness and responsible institutional identity.

# The Strategic Resonance Leadership Framework

This focal point gives leadership moral texture. It asks what kind of human and institutional contribution the leader is helping to strengthen.

## 2.8 Harness Resources

Harness Resources means identifying, connecting and converting resources into significant outcomes. Resources include people, time, tools, knowledge, budgets, networks, assets, relationships and opportunities.

The resource-based view of the firm explains how valuable, rare, inimitable and organised resources can support sustained advantage (Barney, 1991). Execution literature also shows that performance depends on coordination, resource allocation and alignment (Hrebiniak, 2013). Leaders create value when they mobilise resources intelligently and remove barriers to productive work.

Harnessing resources is a practical leadership discipline. It turns available assets into coordinated performance.

## 2.9 Inspire Greatness

Inspire Greatness means motivating people to do remarkable things. It raises aspiration and encourages disciplined excellence.

Transformational leadership theory supports this focal point. Bass and Riggio explain that leaders can elevate motivation through idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Bass & Riggio, 2006). Inspiration should connect aspiration to capability, standards and action.

A leader inspires greatness by helping people see a higher level of contribution and by supporting the discipline required to reach it.

# The Strategic Resonance Leadership Framework

## 2.10 Promote Values

Promote Values means developing and protecting principles that preserve dignity, fairness and responsible conduct. Values guide the moral quality of success.

Schein's work on culture shows that values become embedded through repeated leadership attention and reinforcement (Schein, 2010). Brown, Treviño and Harrison's ethical leadership research also demonstrates the importance of leader conduct and communication in shaping ethical standards (Brown et al., 2005). Values become operational when they influence decisions, rewards, correction and consequences.

A leader promotes values by making them visible in action.

## 2.11 Strategic Resonance in Organisational Practice

Microsoft's cultural transformation under Satya Nadella provides a useful public example of strategic resonance in organisational life. Harvard Business Publishing's case summary describes Nadella taking over as Microsoft's third CEO and working with Kathleen Hogan on a cultural transformation across more than 130,000 employees, with growth mindset as a cultural lever (Harvard Business Publishing, 2023). Microsoft's 2025 Annual Report also states that culture is increasingly important in the AI era and describes growth mindset as essential to innovation, experimentation, evaluation and continuous improvement (Microsoft, 2025b).

This example illustrates how leadership philosophy, culture, capability, execution and business direction can be aligned over time. It does not prove the Strategic Resonance Leadership Framework. It demonstrates a familiar organisational pattern that the framework helps leaders interpret: leadership becomes more powerful when direction, behaviour, values, development and execution reinforce one another.

# The Strategic Resonance Leadership Framework

## 2.12 Research and Practice Insight

The Strategic Resonance Leadership Framework is strengthened by several streams of leadership and management thought. Kotter supports the importance of direction and alignment (Kotter, 1990). Kouzes and Posner support the practices of modelling, vision, enabling and encouragement (Kouzes & Posner, 2023). Schein supports the leadership role in culture embedding (Schein, 2010). Kaplan and Norton support the translation of intent into measures and initiatives (Kaplan & Norton, 1996). Locke and Latham support the importance of goals and feedback (Locke & Latham, 2002). DDI's 2025 leadership evidence reinforces the contemporary need for leadership development that addresses trust, stress, bench strength and emerging expectations (DDI, 2025).

The practical implication is direct. Leaders need coherence between philosophy, empowerment, vision, results, evaluation, rewards, worthy causes, resources, aspiration and values.

# The Three Anchors of Leadership Effectiveness

The three anchors of leadership effectiveness are influence, responsibility and execution. They provide a practical structure for organising the leadership mandate and applying the Strategic Resonance Leadership Framework.

Influence concerns the movement of people. Responsibility concerns the protection of standards. Execution concerns the delivery of results. Each anchor carries distinct leadership work, and several focal points serve more than one anchor because leadership practice is often integrated.

## 3.1 Influence

Influence is the capacity to affect how people think, act, decide and commit. It is the social force of leadership. People interpret direction, form opinions, decide where to give effort and respond to the credibility of the leader.

French and Raven's classic work on social power identified several bases of influence, including legitimate, reward, coercive, expert and referent power (French & Raven, 1959). Leadership effectiveness draws heavily on expert and referent power because competence and credibility strengthen voluntary commitment.

The focal points most closely associated with influence are Articulate the Vision, Inspire Greatness, Promote Values, Support Worthy Causes and Empower the Team. These focal points help leaders create meaning, aspiration, trust, commitment and responsible movement.

## 3.2 Responsibility

Responsibility is the maturity to own outcomes, make decisions and protect standards. It gives moral and managerial weight to leadership. Responsible leaders accept the burden of clarity, correction, decision and follow-through.

# The Three Anchors of Leadership Effectiveness

The focal points most closely associated with responsibility are Lay the Tracks, Empower the Team, Promote Values, Evaluate Outcomes and Support Worthy Causes. These focal points help leaders establish philosophy, define boundaries, protect conduct, examine outcomes and preserve institutional character.

Ethical leadership research supports this anchor. Brown, Treviño and Harrison define ethical leadership through appropriate conduct, communication and reinforcement (Brown et al., 2005). Edmondson's psychological safety research shows that teams learn and perform better when people can speak up, report issues and engage in learning behaviour (Edmondson, 1999). Responsibility therefore includes the creation of conditions where truth, accountability and learning can coexist.

## 3.3 Execution

Execution is the discipline to translate intention into measurable progress. It carries leadership from direction into delivery. It requires leaders to define expectations, assign roles, set priorities, organise resources, review progress and measure outcomes.

The focal points most closely associated with execution are Deliver Results, Evaluate Outcomes, Harness Resources, Reward Performance and Articulate the Vision. These focal points help leaders connect direction to work, work to evidence and evidence to improvement.

PMI's Pulse of the Profession 2024 reinforces the importance of project performance, flexibility and support for project teams (Project Management Institute, 2024). Google's re:Work findings also connect effective teams to structure, clarity, dependability, meaning and impact (Google re:Work, 2025). Execution depends on these elements because people deliver better when expectations, roles, commitments and outcomes are visible.

# The Three Anchors of Leadership Effectiveness

## 3.4 Distribution of the 10 Focal Points Across the Three Anchors

| Leadership Anchor | Focal Points  | Leadership Contribution  |
|-------------------|---|--|
| Influence         | Articulate the Vision; Inspire Greatness; Promote Values; Support Worthy Causes; Empower the Team | Builds credibility, meaning, commitment, aspiration and responsible movement.                        |
| Responsibility    | Lay the Tracks; Empower the Team; Promote Values; Evaluate Outcomes; Support Worthy Causes        | Protects standards, ownership, dignity, development and institutional discipline.                    |
| Execution         | Deliver Results; Evaluate Outcomes; Harness Resources; Reward Performance; Articulate the Vision  | Converts intention into measurable performance through clarity, resources, reinforcement and review. |

The overlaps are intentional. Empower the Team strengthens influence because it builds trust and commitment. It also strengthens responsibility because empowerment requires boundaries and accountability. Evaluate Outcomes strengthens responsibility because leaders must examine the value of results. It also strengthens execution because evidence supports learning and improvement. Articulate the Vision strengthens influence by creating meaning and strengthens execution by giving work direction.

# The Three Anchors of Leadership Effectiveness

## 3.5 Research and Practice Insight

Integrated leadership practice is supported by leadership theory, organisational behaviour and contemporary workplace evidence. Kotter emphasises direction, alignment and motivation (Kotter, 1990). Yukl frames leadership as influence affecting objectives, commitment and organisational processes (Yukl, 2013). Locke and Latham show that goals improve performance when clarity, commitment, feedback and ability are present (Locke & Latham, 2002). Kaplan and Norton show that measurement and strategic alignment help organisations translate intent into action (Kaplan & Norton, 1996). Gallup's 2026 findings reinforce the performance cost of weak engagement and strengthen the case for better leadership and management capability (Gallup, 2026).

Leadership effectiveness should therefore be assessed through evidence of influence, responsibility and execution.

# Influence and the Transformative Learning Gauge

Influence gives leadership its social force. It shapes attention, interpretation, belief, confidence, commitment and behaviour. A leader's influence grows through credibility and becomes valuable when it helps people think more clearly, act more responsibly and perform more effectively.

## 4.1 The Credibility Base of Influence

Influence begins with credibility. Six qualities form the credibility base of leadership influence: competence, character, communication, consistency, courage and care.

Competence makes leadership believable. People trust leaders who understand the work, interpret issues carefully and make sound judgements.

Character makes leadership trustworthy. People trust leaders whose conduct reflects integrity, fairness and principled action.

Communication makes leadership intelligible. People follow direction more confidently when expectations, reasons and implications are clear.

Consistency makes leadership dependable. People commit more readily when standards are applied with fairness and continuity.

Courage makes leadership serious. People respect leaders who address difficult issues, name performance gaps and protect what matters.

Care makes leadership humane. People respond to leaders who understand context, dignity and development while preserving performance discipline.

Cialdini's work on influence explains how people respond to authority, consistency, social proof, liking, scarcity, reciprocity and unity (Cialdini,

# Influence and the Transformative Learning Gauge

2021). The leadership application requires ethical discipline. Influence must clarify, develop, align and strengthen people. It must serve organisational purpose and human dignity.

## 4.2 Role Modelling

Role modelling is leadership by visible conduct. People learn what matters by watching how leaders act, speak, decide and respond under pressure.

Bandura's social learning theory places observation, modelling and reinforcement at the centre of behavioural learning (Bandura, 1977). In leadership practice, the leader's conduct becomes instructional. Punctuality teaches time discipline. Preparation teaches seriousness. Fairness teaches justice. Courage teaches standards.

Role modelling gives leadership a visible curriculum. The team learns from the leader's repeated conduct.

## 4.2 Role Modelling

Mentoring is leadership by guidance, interpretation and developmental wisdom. Mentors help people understand work, career, judgement, relationships and organisational realities.

Kram's foundational work on mentoring describes developmental relationships at work as providing career and psychosocial functions (Kram, 1985). Career functions include sponsorship, exposure, coaching, protection and challenging assignments. Psychosocial functions include role modelling, acceptance and counselling. Later mentoring scholarship expands this into networks of developmental relationships that shape career growth and identity (Ragins & Kram, 2007).

# Influence and the Transformative Learning Gauge

Mentoring helps leaders transmit judgement. It gives professionals access to interpretation, context and maturity.

## 4.4 Coaching

Coaching is leadership by performance improvement. It helps people examine their work, strengthen capability, correct gaps and improve results.

Whitmore's coaching tradition popularised the GROW logic of Goals, Reality, Options and Will as a practical structure for development conversations (Whitmore, 2009). Meta-analytic research by Theeboom, Beersma and van Vianen found positive effects of coaching on performance, skills, well-being, coping, work attitudes and goal-directed self-regulation (Theeboom et al., 2014). Jones, Woods and Guillaume also found support for workplace coaching as an approach to learning and performance outcomes (Jones et al., 2016).

Coaching converts concern into conversation, feedback into action and potential into performance.

## 4.5 Sponsoring

Sponsoring is leadership by advocacy and opportunity creation. Sponsors use credibility, access and influence to create visibility for others.

Ibarra, Carter and Silva show that mentoring and sponsorship produce different career effects. Mentors advise. Sponsors advocate, create visibility and help people access opportunities (Ibarra et al., 2010). Sponsorship matters because capability needs visibility and access. Talented people may remain unseen when leaders fail to create endorsement and opportunity.

Sponsoring is a leadership act of institutional multiplication. It helps leaders create a pipeline of capable, visible and trusted people.

# Influence and the Transformative Learning Gauge

## 4.6 The Transformative Learning Gauge

The Transformative Learning Gauge is Dr. Olumuyiwa Akinrole Oludayo's proprietary framework for understanding the deeper impact of learning, leadership and influence. The framework examines transformation across three broad dimensions: Cognitive Shifts, Impressions and Future Outlook, and Performance Outcomes.

Within these dimensions sit the 7 Targets of Influence: Thoughts, Beliefs, Opinions, Vision, Experience, Actions and Results.

The framework draws from ideas earlier presented in Dr. Oludayo's Reinventing Workforce Capability learning material and is developed here as a leadership influence framework. The learning material remains a training presentation. The Transformative Learning Gauge is the proprietary framework advanced in this article.

Mezirow's theory of transformative learning provides an important external anchor. He describes adult learning as a process through which people make meaning of experience and transform frames of reference (Mezirow, 1991). Kirkpatrick and Kirkpatrick's training evaluation model also gives practical relevance to behaviour and results as important levels of learning evaluation (Kirkpatrick & Kirkpatrick, 2006). The Transformative Learning Gauge extends this professional logic into leadership influence by asking what leadership changes in the person, the team and the work.

## 4.7 The 7 Targets of Influence

### Thoughts

Thoughts refer to how people interpret work, direction, standards and their own contribution. Leaders shape thoughts through clarity, questions, explanations, framing and repeated emphasis.

# Influence and the Transformative Learning Gauge

A leader who clarifies priorities helps people think in order. A leader who explains consequences helps people think with judgement. A leader who names standards helps people think with discipline.

Leadership question: What do people think this work means, and how is my leadership shaping that interpretation?

## Beliefs

Beliefs are the assumptions people hold about what is possible, expected, valued and permitted. Beliefs drive behaviour because people act from what they consider true.

Leaders shape beliefs through conduct, consistency and consequences. When leaders reward initiative, people begin to believe initiative is valued. When leaders address poor conduct, people begin to believe standards are serious. When leaders develop people, people begin to believe growth is possible.

Leadership question: What beliefs are my repeated leadership behaviours reinforcing?

## Opinions

Opinions are judgements people form about decisions, issues, leaders and the organisation. They influence morale, trust and commitment.

Leaders shape opinions through evidence, explanation, fairness and listening. People may disagree with a decision and still respect it when the leader explains the logic, applies standards fairly and demonstrates seriousness.

Leadership question: What opinions are forming about my leadership, and what evidence is shaping them?

# Influence and the Transformative Learning Gauge

## Vision

Vision is the future people can see and pursue. It gives direction emotional and strategic force. Leaders shape vision by translating institutional ambition into practical meaning.

Kouzes and Posner identify inspiring a shared vision as one of the five practices of exemplary leadership (Kouzes & Posner, 2023). Vision must be shared, meaningful and actionable. People need to see where the leader is taking them and why the journey matters.

Leadership question: What future have I made visible to the team?

## Experience

Experience is the lived emotional and relational reality created by leadership. It includes the tone of meetings, quality of feedback, fairness of correction, dignity of communication and psychological safety of the team.

Edmondson's research on psychological safety shows the performance value of an environment where people can speak up and learn (Edmondson, 1999). Leaders shape experience through respect, courage, fairness, consistency and attention to context.

Leadership question: What does it feel like to be led by me?

## Actions

Actions are observable workplace behaviours. They show whether influence has moved from interpretation into conduct.

Leaders shape actions through expectations, modelling, coaching, accountability and reinforcement. Actions provide visible evidence of leadership influence.

# Influence and the Transformative Learning Gauge

Leadership question: What are people doing differently because of my leadership?

## Results

Results are measurable outcomes. They show whether leadership influence has translated into performance value.

Results may appear in improved productivity, better service quality, faster turnaround, fewer errors, stronger collaboration, better customer experience, improved compliance, higher engagement or more reliable delivery.

Leadership question: What results have improved because leadership influence became clearer, stronger and more disciplined?

## 4.8 Research and Practice Insight

Influence has strong foundations in social psychology, leadership research and adult learning theory. French and Raven show that power has different bases and that influence depends on available social resources (French & Raven, 1959). Cialdini shows that persuasion works through predictable psychological principles (Cialdini, 2021). Bandura establishes that people learn by observing and modelling others (Bandura, 1977). Mezirow shows that adults transform by changing frames of reference (Mezirow, 1991). Kirkpatrick and Kirkpatrick show that learning value can be examined through reaction, learning, behaviour and results (Kirkpatrick & Kirkpatrick, 2006).

Leadership influence should therefore be assessed through transformation evidence. Leaders must examine what thoughts, beliefs, opinions, vision, experience, actions and results their leadership is shaping.

# Responsibility: Ownership, Standards and People Development

Responsibility is the maturity of leadership. It is the willingness to carry the weight of outcomes, decisions, standards and people development. Responsibility turns leadership visibility into stewardship.

Responsible leaders interpret issues, make decisions, define standards, correct drift, protect dignity and develop people. Teams read leadership seriousness through what the leader owns.

## 5.1 Ownership in Practice

Ownership means the leader accepts the burden of progress. It is shown through problem definition, stakeholder engagement, decision-making, assignment of responsibility, follow-through and learning from outcomes.

Ownership creates confidence because people see that the leader is present where leadership is needed. It also reduces drift because responsibility has a named carrier.

## 5.2 Standards and the Courage to Confront Issues

Standards are the operating conscience of a team. They define the quality of work, behaviour and discipline expected in the environment.

Leaders protect standards by naming them, modelling them, teaching them, inspecting them and correcting conduct that weakens them. A standard gains force through leadership attention.

Courage matters here. Heifetz and Linsky's work on adaptive leadership emphasises the leader's work in mobilising people to face difficult realities (Heifetz & Linsky, 2002). Many standards weaken because difficult conversations are delayed. Underperformance grows where avoidance creates space. Poor conduct spreads where consequences appear selective or absent. Responsible leadership brings truth into the room with maturity and respect.

# Responsibility: Ownership, Standards and People Development

## 5.3 Developing People as Leadership Responsibility

Developing people is a leadership responsibility because organisational performance depends on capability. Leaders build capability through feedback, coaching, mentoring, exposure, stretch assignments, correction and sponsorship.

This responsibility is personal and institutional. It helps individuals grow and helps the organisation build continuity. LinkedIn's 2025 workplace learning evidence strengthens the relevance of leadership skill development and internal mobility as indicators of organisational learning focus (LinkedIn Learning, 2025). DDI's 2025 evidence on leadership bench strength also supports the need for intentional leadership development and succession attention (DDI, 2025).

## 5.4 Responsibility and Ethical Leadership

Responsibility has ethical content. Leaders influence fairness, dignity, trust and conduct. Brown, Treviño and Harrison's ethical leadership research connects leader conduct, communication and reinforcement to employee outcomes (Brown et al., 2005). Schein's work on organisational culture highlights how leaders embed culture through attention, measurement, reward and control (Schein, 2010).

Responsible leaders examine the standards, people and consequences affected by their decisions. They consider what must be protected, who will be affected, what behaviour is being reinforced and what message leadership silence may send.

# Responsibility: Ownership, Standards and People Development

## 5.5 Research and Practice Insight

Responsibility is supported by evidence from ethical leadership, psychological safety and organisational culture. Brown, Treviño and Harrison show that ethical leadership involves conduct, communication and reinforcement (Brown et al., 2005). Edmondson shows that psychological safety helps teams speak up, learn and improve (Edmondson, 1999). Schein shows that leaders embed culture through repeated attention, measurement, reward and control (Schein, 2010). Google re:Work's team effectiveness findings also connect effective teams with psychological safety, dependability, structure and clarity, meaning and impact (Google re:Work, 2025).

Responsibility must be visible. Leaders must model standards, create voice, correct drift, develop people and reinforce values through decisions.

# Execution: Clarity, Priorities and Follow-Through

Execution is the discipline that makes leadership measurable. It converts vision into work, work into progress and progress into results.

Execution requires leaders to make expectations clear, priorities sharp, roles specific, resources available, progress visible and outcomes measurable. It gives leadership operational force.

## 6.1 Clarify

Clarity is the first discipline of execution. People need to understand the outcome, purpose, owner, standard, resources and evidence of completion.

Clarity reduces waste. It gives people a shared understanding of work. Google re:Work identifies structure and clarity as one of the dynamics of effective teams, including clear goals, roles and execution plans (Google re:Work, 2025). In practical terms, clarity gives teams the confidence to act.

## 6.2 Prioritise

Prioritisation directs attention. It helps leaders organise effort around what carries consequence.

Drucker's management thinking repeatedly emphasises effectiveness, contribution and the disciplined use of time and attention (Drucker, 1967, 2006). Leaders must define the few matters that deserve serious concentration. Prioritisation helps teams separate activity from value and urgency from consequence.

# Execution: Clarity, Priorities and Follow-Through

## 6.3 Follow Through

Follow-through keeps work from drifting. It involves review, feedback, escalation, correction and closure.

Bossidy and Charan describe execution as a discipline of getting things done through leadership, people and operations (Bossidy & Charan, 2002). Hrebiniak presents execution as a systematic leadership process involving structure, incentives, coordination, controls and culture (Hrebiniak, 2013). Execution requires leadership attention and operational discipline.

Follow-through must be consistent. People must know that commitments will be reviewed, obstacles will be addressed and results will be examined.

## 6.4 Measurement and Learning

Execution improves when results are measured and reviewed. Kaplan and Norton's Balanced Scorecard translates strategy into objectives, measures, targets and initiatives (Kaplan & Norton, 1996). Locke and Latham's goal-setting theory also shows that specific and challenging goals improve performance when supported by feedback and commitment (Locke & Latham, 2002).

PMI's Pulse of the Profession 2024 strengthens the contemporary relevance of execution by focusing on what drives project performance and the role of flexibility in project teams (Project Management Institute, 2024). The lesson for leaders is that execution needs context-sensitive methods, capable teams, performance evidence and adaptive discipline.

# Execution: Clarity, Priorities and Follow-Through

## 6.5 Harnessing Resources for Execution

Execution depends on resource mobilisation. Leaders must identify people, tools, information, authority, budgets, relationships and time required for work to move.

Toyota's official description of the Toyota Production System emphasises eliminating waste, shortening lead times, delivering quality and making work easier for workers, with daily kaizen implemented across the organisation (Toyota Motor Corporation, 2026). This provides a useful example of execution discipline as a system of standards, improvement, resource attention and worker involvement.

## 6.6 Research and Practice Insight

Goal-setting theory shows that specific and challenging goals improve performance through focus, effort, persistence and strategy development (Locke & Latham, 2002). Kaplan and Norton show that organisations execute strategy more effectively when strategy is translated into measurable objectives and linked to initiatives (Kaplan & Norton, 1996). Hrebiniak shows that execution depends on structure, coordination, information sharing, incentives, controls, culture and leadership attention (Hrebiniak, 2013). Microsoft's 2025 Work Trend Index, based on survey data from 31,000 workers across 31 countries, LinkedIn labour-market trends and Microsoft 365 productivity signals, also shows that leaders are now managing work through new forms of human-AI collaboration and organisational redesign (Microsoft, 2025a).

Execution must be designed. Leaders need cadence, metrics, accountabilities, decision rights, resource alignment and review discipline.

# Leadership in Action: Case Evidence and Application Themes

Leadership effectiveness becomes clearest in situations where judgement, standards and execution are tested. A case-informed approach helps avoid treating leadership as a set of disconnected scenarios. Public organisational examples offer evidence of how leadership themes appear in real institutions.

## 7.1 Case Vignette: Microsoft and Strategic Resonance

Microsoft's cultural transformation under Satya Nadella provides a useful illustration of strategic resonance. Harvard Business Publishing's case summary describes Nadella becoming Microsoft's third CEO and working with Kathleen Hogan on cultural transformation across more than 130,000 employees, using growth mindset as a cultural lever (Harvard Business Publishing, 2023). Microsoft's 2025 Annual Report connects culture, growth mindset, experimentation, evaluation and continuous improvement to the company's ability to lead in the AI era (Microsoft, 2025b).

The case illustrates several themes relevant to this article. Vision required a new organisational language. Influence required credibility, communication and cultural modelling. Responsibility required leaders to address patterns that weakened collaboration. Execution required the organisation to connect strategy, talent, learning, product direction and market opportunity. The case shows how leadership effectiveness can move people, standards and results when philosophy, behaviour and execution reinforce one another.

# Leadership in Action: Case Evidence and Application Themes

## 7.2 Case Vignette: Toyota and Execution Discipline

Toyota's production system provides a public example of execution discipline at institutional scale. Toyota describes the objective of the Toyota Production System as eliminating waste, shortening lead times, delivering vehicles quickly, at low cost and with high quality, while making work easier for workers and applying daily incremental kaizen (Toyota Motor Corporation, 2026). The example shows execution as a system of standards, problem-solving, worker involvement and continuous improvement.

The leadership significance is clear. Execution improves when leaders create systems that make standards visible, involve people in problem-solving and use learning to improve work.

## 7.3 Application Theme One: Underperformance and the Protection of Standards

Underperformance tests responsibility and execution. A team member who repeatedly misses deadlines creates more than an individual performance issue. The pattern affects trust, workload, service quality and the meaning of standards.

A responsible leader should clarify the performance gap, identify the cause, agree corrective actions, set specific timelines and follow up with discipline. The conversation should be respectful, evidence-based and direct.

Relevant focal points include Lay the Tracks, Evaluate Outcomes, Promote Values and Deliver Results. Improvement evidence may include documented expectations, a corrective action plan, improved deadlines, fewer repeat excuses and clearer team understanding of standards.

# Leadership in Action: Case Evidence and Application Themes

## 7.4 Application Theme Two: Conflict, Trust and Team Effectiveness

Conflict becomes a leadership issue when it affects work quality, speed, trust or collaboration. Google re:Work identifies psychological safety, dependability, structure and clarity, meaning and impact as important dynamics of effective teams (Google re:Work, 2025). Conflict weakens these dynamics when leaders allow unclear expectations, poor communication or unresolved tension to shape the work environment.

A leader should define the work issue, listen to the people involved, separate facts from assumptions, restate behavioural expectations, agree rules of engagement and monitor behaviour. Relevant focal points include Promote Values, Lay the Tracks, Empower the Team and Evaluate Outcomes.

Improvement evidence may include reduced escalation, clearer communication, restored output quality and stronger team climate.

## 7.5 Application Theme Three: Low Initiative and Empowered Decision-Making

Low initiative often reflects unclear authority, low confidence, fear of blame or weak empowerment. Leaders who want initiative must define decision boundaries, provide relevant information, support responsible judgement and reward constructive action.

Relevant focal points include Empower the Team, Harness Resources, Reward Performance and Inspire Greatness. Improvement evidence may include faster decisions, fewer unnecessary escalations, more proposed solutions and improved turnaround time.

# Leadership in Action: Case Evidence and Application Themes

## 7.6 Application Theme Four: High Performance with Poor Conduct

Strong technical performance can create leadership difficulty when conduct weakens team morale, dignity or trust. Ethical leadership literature helps here because it connects leader conduct, communication and reinforcement to the moral climate of the workplace (Brown et al., 2005).

A leader should affirm the contribution, address the behavioural impact, define required conduct and connect continued recognition to both results and values. Relevant focal points include Promote Values, Reward Performance, Lay the Tracks and Evaluate Outcomes.

Improvement evidence may include better conduct, sustained output, reduced complaints and clearer behavioural accountability.

## 7.7 Application Theme Five: Execution Drift and Follow-Through

Execution drift occurs when work begins with energy and loses momentum. It may result from unclear ownership, weak review rhythm, poor resourcing, shifting priorities or absence of consequences.

A leader should establish an execution cadence, assign owners, define milestones, review progress, address obstacles and close accountability gaps. Relevant focal points include Deliver Results, Evaluate Outcomes, Harness Resources and Reward Performance.

Improvement evidence may include higher completion rates, clearer ownership, stronger review discipline and fewer abandoned initiatives.

# Leadership in Action: Case Evidence and Application Themes

## 7.8 Research and Practice Insight

Scenario-based and case-informed leadership development improves practical judgement because it places leaders inside real behavioural choices. Leadership maturity grows when leaders interpret context, diagnose risk, choose appropriate intervention and define evidence of improvement. Argyris and Schön's work on organisational learning highlights the value of examining action, assumptions and learning loops (Argyris & Schön, 1978). Adult learning theory also supports the use of experience as a basis for meaning-making and transformation (Knowles et al., 2015; Mezirow, 1991).

Leadership development should include case analysis, decision rehearsal, feedback practice and post-training behavioural commitments. This helps leaders move from conceptual understanding to workplace application.

# The Leadership Effectiveness Diagnostic

Leadership effectiveness improves when leaders diagnose themselves honestly. The following diagnostic questions are designed for executive reflection, professional development, leadership coaching and team leadership conversations.

## 8.1 Influence Diagnostic

1. What makes my leadership credible to the people I lead?
2. Where does my communication create clarity?
3. What do people learn from my conduct?
4. What commitments are people willing to make because they trust my leadership?
5. Where do I need to model the standard more visibly?
6. Who needs mentoring from me?
7. Who needs coaching from me?
8. Who needs sponsorship from me?
9. What thoughts, beliefs or opinions does my leadership currently shape?
10. What actions and results must my influence help improve?

## 8.2 Responsibility Diagnostic

1. What outcome must I personally protect?
2. What standard requires stronger leadership attention?
3. What issue requires resolution?
4. What difficult conversation must now be held?
5. Where does the team need clearer behavioural expectations?
6. Who needs development support?
7. What value must be defended through decision and consequence?
8. Where must I take fuller ownership?
9. What pattern should no longer continue?
10. What leadership action will restore trust and seriousness?

# The Leadership Effectiveness Diagnostic

## 8.3 Execution Diagnostic

1. What result must be delivered now?
2. What expectation requires clearer definition?
3. Who owns each critical action?
4. What standard will be used to judge completion?
5. What priority deserves the most attention?
6. What resource must be mobilised?
7. What obstacle must be removed?
8. What review rhythm will protect progress?
9. What evidence will show movement?
10. What follow-up must happen this week?

## 8.4 Strategic Resonance Diagnostic

1. What philosophy guides the conduct of my team?
2. How have I empowered people to express their potential responsibly?
3. What vision have I articulated with clarity?
4. What results must reflect the essence of the organisation?
5. How do I evaluate outcomes against expectations?
6. What performance do I reward visibly?
7. What worthy causes deserve leadership support?
8. What resources must be harnessed?
9. How do I inspire greatness?
10. What values must govern how success is pursued?

# The Leadership Effectiveness Diagnostic

## 8.5 Personal Leadership Commitment

One leadership behaviour I need to strengthen is:

One thing I will stop doing is:

One thing I will start doing is:

One person I need to lead better is:

One standard I must protect is:

One result I must help my team achieve is:

# The Leadership Promise

Leadership effectiveness is the disciplined practice of moving people, standards and results. It requires influence that earns commitment, responsibility that carries ownership and execution that delivers measurable progress.

The leader's work is to make direction clearer, standards stronger, people better, decisions wiser and results more reliable. This work is built through competence, character, communication, consistency, courage and care. It is sustained through ownership, standards and people development. It is proven through clarity, priorities, follow-through and measurable outcomes.

The Strategic Resonance Leadership Framework gives leaders ten focal points for creating coherence: Lay the Tracks, Empower the Team, Articulate the Vision, Deliver Results, Evaluate Outcomes, Reward Performance, Support Worthy Causes, Harness Resources, Inspire Greatness and Promote Values.

The Transformative Learning Gauge gives leaders seven targets for influence: Thoughts, Beliefs, Opinions, Vision, Experience, Actions and Results.

Together, these frameworks help leaders practise leadership as a serious discipline: one that shapes people, protects standards and produces results.

Leadership is proven by the clarity you provide, the responsibility you carry, the influence you earn and the results you help others achieve.

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