

THE CHALLENGE OF LEADING: Insights from the Clipper Round the World Yacht Race

June 2013

Trudi West



"You could have a crew of good sailors, chuck them all on a boat and they could still come last because none of them work well together. Or you can have a crew of people that have never sailed before who are eager, listen and follow instructions – and they'll win."

"The biggest thing that I've learnt is how to manage people. It is up to you to try and manage your crew, stimulating and teaching them without the ability to give them any reward or punishment.

To learn how to do that and have these management skills gained from the Clipper Race means that I can now go into pretty much any company and manage a very large team."

Acknowledgments

Firstly, I would like to thank all those who participated in this research; giving your time and sharing your experiences generously has provided me with a wealth of stories to help me make sense of the findings.

I would like to thank Clipper Ventures for allowing the researchers to have access to the skippers and crew at stopovers. This is quite a frantic time in the calendar of the shore team and yet the researchers were always warmly welcomed.

Lastly, I must also thank my colleagues here at Ashridge for their time and contribution to the content of this report: to the Research Team in general and specifically Nadine Page, Lee Waller, Carina Paine Schofield and Judy Curd; to Mike McCabe, Erika Lucas and Michelle Moore for their involvement at the final stages and to Dr Vicki Culpin for asking me to work with her on the project in the first place.

It should be noted that only information that is publicly available about those who took part in the race will be identified in this report; it does not identify those who took part in the research as it was considered that in this context, anonymity provided a fairer way to discuss the findings.

Any quotes taken from the interviews are presented in a *blue font* and are transcribed verbatim.

Trudi West

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EXECUTIVE SUMMARY

Introduction

Having secured 12 wins in 15 races, the winning skipper of the Clipper Round the World Yacht Race said that the biggest thing he had learned during his experience was how to manage people. This report explores the leadership and team challenges faced by the skippers and crews and provides fascinating insights that are both far away from life in the office but also surprisingly close to those challenges faced in organisations every day.

The Clipper Round the World Yacht Race was conceived in 1995 by Sir Robin Knox-Johnston, the first person to sail single-handed and non-stop around the world. The first race set out in 1996 and has taken place every two years since. The race that this research is based on left Southampton, UK in July 2011, ending one year later and involved a 40,000 mile global circumnavigation with a fleet of ten identical 68-ft racing yachts. The race consisted of 15 races across eight legs with each leg lasting an average of 31 days (ranging from 18 and 53 days) and visiting 15 ports in the following countries:

- Portugal
- China
- Brazil
- Panama
- South Africa
- USA
- Australia
- Canada
- New Zealand
- Northern Ireland
- Indonesia
- The Netherlands
- Singapore.

Research method

A total of 77 semi-structured interviews was conducted with 42 people at four points in the race in order to answer the following questions:

- What are the key leadership and team challenges that faced both skippers and crew?
- Is it possible to identify 'winning' behaviours?
- What are the implications within an organisational environment?

Interviews were analysed thematically and a framework was developed to explain the findings in terms of the research questions.

Findings

A number of *challenges* commonly faced by skippers and the crew were identified. While sailing was discussed, it was seldom mentioned as a challenge; it was fun, exciting, thrilling and sometimes scary – but sailing could be taught, learnt, mastered and improved upon. There were clear processes for learning about sailing which came from demonstration, learning on the job, lessons, coaching etc. However, the greatest challenges discussed most often related to people and are introduced below:

"It's not the boat, all boats are the same so no, the boat's fine. It's the people; it's always been about the people"

Managing Expectations

The underpinning challenge on board each boat was that people had different reasons for taking part in the race and this had implications when managing expectations. This is a familiar

challenge faced in business. Skippers that met this challenge well developed a *common identity*, separable from performance and based on the boat, the crew and the sponsors. Also, a collaborative process of discussion and feedback resulted in the skippers reaching an agreement of common intent, producing a team that accepted responsibility and took action.

"Some of them are ultra-competitive, win-at-all-costs people. Other people want to go round for a more organic experience"

Communication

Being able to communicate well reinforced the development of other capabilities; how people learn, integrate, manage themselves and support others was influenced by how people talked, listened and understood each other. Clear and effective communication strengthens the context for understanding what is important to organisations and to the people within them. In the research, communication was a challenge on many levels, such as how, what and, importantly, why things were communicated. Skippers and crew who were able to develop effective communication processes and adjust their style as necessary, experienced less friction.

"Dictating... It does happen at times, but one thing I will always do to people is, or say to people is: 'You know, sometimes it has to happen so let's just do it and we will make sure we talk about it afterwards' rather than, you know, the skipper just said: 'Do that, do this'"

Integration

Integrating crew members was an ongoing challenge for skippers as they had to manage the developing requirements of crew members on an individual level and as a team. The challenge was to integrate people into the team with consistency when there were different sailing skills, abilities and attitudes at different stages across the race. The implications for business here can be linked to integration of teams more generally. It is very rare for a team

to remain consistent from beginning to end; people come and go; energy and drive rise and fall. Teams will restructure, leaving some of the team intact and new people joining, which leaves space for uncertainty.

"The round the world crew are the people that have all the consistency and the skills, and need to integrate the other guys in. We are there to integrate the new guys and basically to make them feel happy and safe and make them feel part of it"

Approach

Maintaining the need to race with the broader needs of the boat was a challenge which impacted on performance. Taking an approach that focused on technical expertise, concentrating effort on one or two specialised tasks, created streamlined action; whereas skippers who focused on the broader needs of the boat gave the crew the opportunity to stretch their experience and increase their knowledge by working on different tasks.

A focus on the broad needs of the organisation provides a framework for adaptable adjustment. By stretching experience, reward and developing the capability to understand the broader needs of the organisation, there is greater potential for people to identify opportunity and risk from the ground up.

"Now in the Clipper situation it's a lot different from what I've experienced before because you can't fire someone, you can't give anyone a bonus, you know, even trying to give someone like an extra chocolate for doing well can completely divide the crew"

Focus

Sustaining focus and enthusiasm to improve performance across the span of the race was a challenge when it was calm for long periods or when it became in its repetitiveness. Maintaining the balance of routine with improvement through creativity and innovation required adaptability, interpretation and re-invention to suit the evolving needs of the situation.

"They expected it to be normal sailing; crashing around and sail changing every twenty minutes or whatever and there's a lot of period of inactivity. And then people have time to think and we get a bit agitated; we don't have any major problems but the mood definitely changed"

Support

Finding good support generally was a challenge as while there was some support from fellow crew members, the shore team or family and friends at home; the skippers often felt they had to keep things together for the sake of appearances. It is important for *individuals* to develop a support network to provide a safe opportunity to talk to people that recognise and reflect on the issues. But equally, *organisations* must recognise that people under pressure benefit from good support.

"Maybe I should just take myself off into the boat locker and scream in my boat when things are going bad. Does that project a very professional image to my crew?"

Sleep

Managing themselves when tired took extra effort to function as well as effort to recognise when it was impacting on themselves and others. Coping with poor judgment, emotions, irritability and changing moods on the boat was a challenge when tired as it was difficult to find the extra energy to cope with friction. Building in time and expectation for rest and ideally, healthy sleep, allows those working under pressure to think, make decisions and assess risk with better clarity; this should be both at an individual and at an organisational level.

"The main reason is fatigue, I think, and people just get worn out. But that, obviously, moves on to other things"

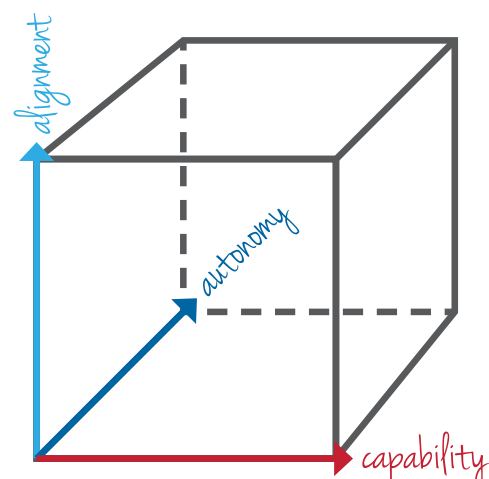
Trust

The crew started from a position of trust in the skipper as the person in charge of the boat and their safety; if the trust of the crew was damaged, then it became more difficult to influence and shape performance. The skippers started from a position of healthy distrust as they had to gauge what each crew member was capable of. It was in a skipper's interest to develop trust in the crew to allow them to step back with confidence. By developing trust in the capability of the team, more energy can be spent on focusing on what is important for the overall performance of the organisation.

"I feel very strongly that with all these petty disputes on board, so much of my energy is, is being sucked away from what I should be doing. Which is managing the competitive and safety of the boat and the crew and looking at the big picture, instead of being sucked in to micro-managing people"

The Winning Behaviours model

The findings also identified *positive* behaviours that had an impact on the overall experience of the race. These 'winning behaviours' are presented in a three-axis model of Alignment, Capability and Autonomy.



The Winning Behaviours model

- **Alignment:** The combination of common identity and common intent. The challenge of multiple expectations was met by the skippers who were able to draw people together and then move them towards objectives shared by most people on board
- **Capability:** The development of skills and processes required to lead, learn and live together. Capability developed when skippers met challenges with clear and consistent processes which reduced friction and uncertainty
- **Autonomy:** The degree to which a crew have discretion to organise themselves. Based on trust, it was generally supported in line with the needs of the crew; however there were negative outcomes when there was too much or not enough autonomy.

Where alignment, capability and autonomy were developed in relation to each other, the crew experienced *positive* outcomes such as taking responsibility, putting in an 'awesome effort' to achieve the best result possible; the majority 'pulling their weight'. Where there was over or under development of these factors, *negative* outcomes were experienced, such as friction which slowed people down and impaired their agility and fraction, described as 'teams-within-teams'. While this model captures the experiences of those taking part in a round the world yacht race, it is suggested that as a concept, there is potential to predict outcomes more generally. Full findings are discussed in the main report.

"You could have a crew of good sailors and just chuck them all on a boat and they're all good sailors, and that boat could still come last because none of them work well together. Or you can have a crew of people that have never sailed before that are eager, and they listen and they follow instructions and you'll win the race"

Leadership models

Leadership models are discussed to explore which, if any, has the potential to support the findings. Command Capability, a model familiar in the military, may provide the answer. Traditional *command and control* in organisations is generally seen as a top down, tightly-managed process that allows little room for autonomy or free will where people jump because they have to and only to the height required by regulation.

By reconceptualising the command and control reflected in the military today, individuals are expected to command themselves within a framework of *common intent* because they are closer to the action and better able to judge the situation; they are able to respond with agility. Here people jump because they want to and will find better ways to suit the vagaries of the situation.

Those with strong command capability have high levels of physical, intellectual, emotional and interpersonal competence. They also influence others through their tacitly held *personal authority* as well as their assigned *formal authority*. Finally, they hold extrinsic and accountable responsibility but more importantly, they are intrinsically responsible and internally driven by the task.

Conclusion

These findings provide a fascinating insight into the leadership and team challenges that are both far away from life in the office but also surprisingly familiar. The daily challenges faced in harsh and tumultuous conditions are what we have come to expect in a climate where change becomes repetitive in its constancy. By developing alignment, capability and autonomy, leaders, teams and individuals are better able to respond with agility. This research demonstrates that when all things are equal, beyond controllable technical skill and an uncontrollable external environment; it is people that make the difference.

INTRODUCTION

Race

In July 2011, a fleet of ten identical 68ft boats set out from Southampton, UK, for the Clipper Round the World Yacht Race.

The next 12 months would see the boats and their crews circumnavigate 40,000 miles around the globe taking in 15 countries, from Brazil to the Netherlands along their way.

Crew

For many of the crew on board it was the experience – and challenge – of a lifetime. Although the skippers were professional sailors, their crew were amateurs drawn from a wide range of backgrounds and many different nationalities, with ages ranging from teenagers to those in their seventies.

This diverse group of people had to eat, sleep, live and work together in cramped and often wet and cold conditions. Privacy was non-existent and facilities were basic. They had to cope with adverse weather, threatening conditions and overwhelming tiredness due to both physical exertion and lack of sleep.

It sounds a long way from our safe, warm, comfortable lives in the office – but many of the challenges faced by the crews were surprisingly familiar to those facing leaders in today's harsh and unpredictable business environment.

Research

The experiences of the skippers and crews taking part in the race provide insight into what makes effective leadership, particularly in challenging and uncertain circumstances.

As the boats were identical, there was an opportunity to explore the challenges and actions of the people on board and identify the 'winning' behaviours that made the real difference.

Researchers conducted a series of more than 75 in-depth interviews with 42 people at four

key points in the race. This report presents the findings and highlights some of the key lessons that businesses can take from the experiences of the teams on the high seas.

The report

The report presents the key leadership challenges faced by the skippers, the approach they took to overcoming them and how this impacted on the motivation and performance of their crews.

It also discusses how 'winning' was less easy to define than might be expected. As such, the report looks at how the skippers managed the widely differing expectations of the people on board each boat – some keen to race competitively and win at all costs; others fulfilling a long-held ambition to sail around the world.

It explores how the skippers managed the task of communicating effectively with their crews in an environment where it was seldom possible to get everyone together at one time and where they often literally couldn't be heard above the howling winds and huge waves lashing against the side of the yacht.

The report also explores the challenge of integrating the 'leggers' – crew members who came on board at different stages of the race – effectively into life on board with the 'Round the Worlders' who circumnavigated the globe.

Other challenges include how the skippers built trust in their teams, kept their crew motivated and focused across the span of the race while managing performance at times when everyone, including themselves, was exhausted and under pressure.

Implications

The stories are compelling but there are also many important implications, underlying messages and lessons to be learned for those of us operating in less arduous but often equally challenging environments.

Three key 'winning' behaviours – alignment, capability and autonomy – emerged from the research, all of which are described in detail in the following pages. Where alignment, capability and autonomy were developed in relation to each other, teams put in 'awesome effort'. Where they were over – or under – developed, teams experienced *friction* which slowed people down and impaired agility, and *fraction*, described as 'teams-within-teams'.

The research also sheds new light on the way that we regard the command and control style of leadership; in organisations it is generally seen as a top down, tightly-managed process that allows little room for autonomy or free will. However, the experience on board the yachts suggest that if command and control is reframed to reflect that used in the military today, it can provide a powerful tool for leading people effectively through difficult times.

INFORMATION ABOUT CLIPPER

The race

The Clipper Round the World Yacht Race was conceived in 1995 by Sir Robin Knox-Johnston, the first person to sail single-handed and non-stop around the world 45 years ago.

Together with William Ward, he founded Clipper Ventures in 1996. The first race set off in October 1996 and has taken place every two years since. Each boat is owned by Clipper Ventures and sponsored by a city, a region or a country. Each crew competes for the Times Clipper 2000 trophy (see Appendix 1 for more details about the race).

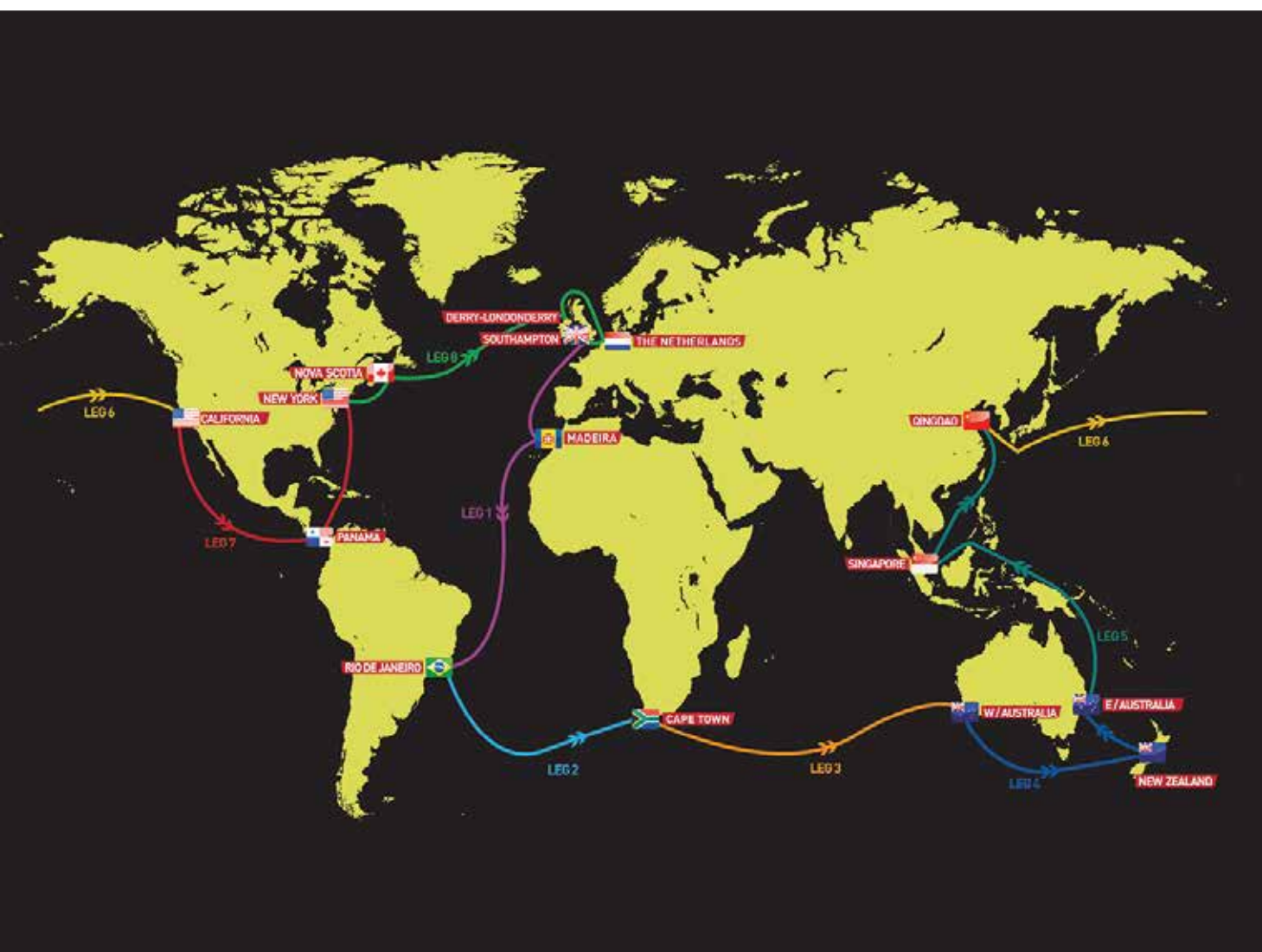
The yachts

The Dubois Clipper 68ft yachts, technically known as masthead cutters, could accommodate up to 20 people but would generally race with about 17 crew members, numbers would vary depending on the leg.

On rare occasions, when the yachts were at maximum capacity, crew would be required to 'hot-bunk', sleeping in a bunk recently vacated by another.



Interior arrangement of a Clipper 68ft Yacht



The route

The fleet left Ocean Village Marina in Southampton, UK on 31 July 2011, completing its 40,000 mile circumnavigation one year later in July 2012. The complete race was made up of eight legs which are made up of 15 races, visiting 13 ports. Each leg lasted on average 31 days (with a range between 18 and 53 days).

The route went from Southampton to Rio, Brazil; Rio to Cape Town, South Africa; Cape Town to Geraldton, Western Australia; Geraldton to Tauranga, New Zealand; Tauranga to the Gold Coast, Australia; Gold Coast to Singapore; Singapore to Qingdao, China; Qingdao to San Francisco, USA; San Francisco to New York; New York

to Southampton, via Nova Scotia, Derry-Londonderry and The Netherlands.

Stopovers

As well as an opportunity for rest and sightseeing, stopovers were critical for the maintenance of the boats. It was the responsibility of the crew to thoroughly deep clean and to disinfect boats to minimise infections onboard. This is done at stopovers as it was impossible to do this whilst at sea as it involved removing everything from the boat including sails, mattresses, food and personal belongings.

"A deep clean – it's a bit like cleaning out the garden shed at the end of ten years"

The skippers

All skippers were professional sailors selected for their qualifications and experience. Many had come from a sail-training background while others worked in various marine and oceanic industries. Their commitment to the race spanned 18 months in total (see Appendix 2 for more skipper information).

The crew

The amateur crew members came on board with a wide range of backgrounds, experience, expectations and abilities. To put that into context, both men and women took part, with three men for every two women. The age ranged from 18 – 72 years with a total of 31 different nationalities being represented. This quote from the Clipper website provides some examples of a wide range of professionals represented:

"It's where taxi drivers rub shoulders with chief executives; vicars mix with housewives; students work alongside bankers; nurses work with vets and doctors team with rugby players. It's an experience that will change people's lives. Yet while the crews may be amateur, no one has told the ocean that"

www.clipperroundtheworld.com/the-race

Crew members could either compete in the entire race as a Round the Worlder (RTW) or take part in a portion of the race as a Legger. For many, this was an opportunity to fulfil a lifelong ambition to sail around the world; for others, it was a relatively recent challenge. Some had made use of redundancy or retirement, while others had planned and prepared to take time out from their careers. A particularly important differentiation was that for many, this experience was an opportunity to race across oceans and to be competitive with the intention of performing as a team at their best. For others, it was a chance to sail between ports and to make the most of the overall experience of sailing around the world with less focus on being competitive.

To qualify for selection, all crew had to complete three levels of training in week-long

courses; the first two levels were completed as individuals and the third was carried out after crew allocation. Crew allocation took place several months before setting sail and was based broadly on a distribution of gender, age, levels of sailing experience and strength. The range of previous sailing experience was wide, as while the majority had some sailing experience, around 40% of crew members had never stepped on board a yacht before their Level 1 training. Each boat was also allocated at least one qualified Yacht Master and one crew member that was a medic.

Levels of training

LEVEL 1

Introduces the basic principles of big boat sailing and teaches important safety and seamanship skills. This is the Foundation Level for further training when you will build on the skills learnt during this week-long course.

LEVEL 2

This level continues to develop basic sailing and seamanship skills, as well as being introduced to key offshore racing tactics and the asymmetric spinnaker. The main focus is on maximising the boat's performance.

LEVEL 3

This course is designed to allow the skippers and crew to develop their race teams; adapt their allocation boats and formulate their own race tactics.

Another important factor to consider was that as an amateur crew, they were unpaid. In fact, the opportunity to become a crew member cost approximately £40,000 for a Round the Worlder and approximately £5000 per leg for a Legger; in effect, they were both volunteers *and* customers.

It should not be assumed that those taking part were wealthy; for many, the effort and motivation needed to raise the money required was almost as much of a challenge as the race itself. Their stories were particularly inspiring.



RESEARCH METHOD

An inductive approach enabled the findings to emerge from the interviews, rather than working from an existing framework or testing a hypothesis about leadership, teams or life on board a racing yacht. Therefore a search for potential explanations came after the analysis of the interviews, and drew on leadership, team, psychology and military literature as well as conversations with elite sports people and leaders, both organisational and ex-military. This process helped make sense of and develop the findings. While there was existing literature that could explain some of the findings, there was none sufficient to explain all of it. The questions that the research was based on were:

- What are the key leadership and team challenges for skippers and crew?
- Is it possible to identify 'winning' behaviours?
- What are the implications within an organisational environment?

Interviews

A total of 77 semi-structured interviews were conducted with 42 people at four points in the race:

- Cape Town
- Singapore
- New York
- Den Helder, The Netherlands.

The interviews were held with ten skippers, 22 RTWs and ten Leggers, and were carried out by three researchers: the first in Cape Town, the second in Singapore and the third in both New York and Den Helder. Each interview lasted approximately 40 minutes and questions focused on the leadership and team challenges during the previous leg(s). For those individuals

taking part in two or more interviews, the questions reflected the answers from the previous interview, wherever possible.

The semi-structured nature of the interview enabled researchers to focus on the central questions of the research with the flexibility to enquire as necessary, given the responses to questions. By speaking to the respondents at different stages in the race, it was possible to draw conclusions from their challenges and the choices they made. There was also an opportunity to see where responses were specific to the person or generalisable to others. Another advantage of conducting interviews at stopovers was that the researchers were able to speak to people within days of stepping off the boat, so their reflections were relatively fresh.

Analysis

Due to the dynamic nature of the race and stopovers, it was not always possible to interview everyone involved in the research at each of the four points across the race. Therefore, initial analysis concentrated on interviews that could be matched with others from the same time; this meant it was possible to compare the outcomes of that stage of the race. Three people (two skippers and one RTW) were interviewed at each of the four research ports and a further four people (two skippers and two RTWs) were interviewed at the final three research ports. The 24 interviews were transcribed verbatim, coded and analysed thematically. The next stage was to develop a framework using the themes within the data as well as existing literature, which could explain the outcomes in terms of the research questions. The final stage tested the framework against randomly-selected interviews to check for consistency.



FINDINGS

The findings discuss each of the challenges commonly faced by the skippers and the crews, outlining responses and examining what worked well and what continued to be challenging. Quotes from interviews, and other research will be presented to support the findings. Each section will also discuss the implications for organisations.

What is winning?

To identify winning behaviours, it was first necessary to define winning. This was less easy than might be expected as a surprising amount of people did not consider coming first as a priority. Winning meant different things to different people: staying safe, not coming last, seeing the world or simply not falling off.

Winning behaviours have been identified from the interviews as those that overcame challenges, and experienced more positive and fewer negative outcomes. These behaviours are categorised as Alignment, Capability and Autonomy and are presented in a model to better understand their impact on outcomes (see page 36).

Positive and negative outcomes

The outcomes identified in this research have been drawn from the interviews themselves. They include intangible but unmistakably positive outcomes such as teams putting in an 'awesome' effort to achieve the best result possible; 'taking responsibility' with most people on the team 'pulling their weight'. They also include negative outcomes, such as *friction*, which consumed energy and impaired agility, often leading to frustration. Boats with less friction generally had processes in place to resolve uncertainty wherever possible. Another negative outcome was *fraction* when teams either did not gel completely or became somewhat divided; there was a sense of a 'them-and-us', also described as 'teams-within-teams'

Friction is used to describe anything that gets in the way of optimal performance. A metaphor borrowed from military literature, it describes both physical and moral impediments to action (Brendler). Dealing with friction consumed energy and impaired agility and occurred when there was uncertainty or distraction, for example where there was lack of technical knowledge, ambiguity of purpose, doubt in ability or interpersonal tension.

Challenges and implications

Interestingly, while sailing was discussed at great length, it was seldom mentioned as a challenge; it was fun, exciting, thrilling and sometimes scary – but sailing could be taught, learnt, mastered and improved upon. There were clear processes for learning about sailing which came from demonstration, learning on the job, lessons, coaching etc. However, the greatest challenges discussed most often related to people:

- Managing expectations
- Communication
- Integration
- Approach
- Focus
- Support
- Sleep
- Trust.

These challenges were less well defined; understanding and acting on them took time and effort, and were not always successful. How and when skippers and crew responded to the challenge of dealing with people influenced their experiences in the later stages of the race.

With each challenge discussed, we have attempted to draw implications and parallels to demonstrate how the lessons learned from the race can be applied in an organisational context.

"The sailing, I find the easy bit."

"The challenge... not so much the sailing, although that is an enormous challenge, but moulding the crew and leading them."

"It's a big team of people to manage and for me the biggest challenge is not the sailing so much, it's how I feel in charge of a group of people who are on your boat."

"I have been sailing 30 years or so, so I mean I'm quite confident, well I am confident with everything that goes on on the boat; the hardest bit is getting on with other people."

"I'm not too sure I've been actually challenged that much on the boat, apart from relationship-wise."

"I knew that the human side of it was probably going to be as big a challenge as the sailing side of it, and it certainly has, without a shadow of a doubt."

"Having to get on with each other and live with each other in very close confines, work together, stay safe together. Yeah, that's proved just as difficult as the sailing."

"The sailing bit's pretty easy; it's the different personalities on board."

"Sailing's the easy bit; it's the management of people that is the hard bit. And it's really hard. It's the psychology; that's, that's the hardest part."

"The crew, that's what makes the job so hard I think; all the crew come on board with their expectations."

"It's not the boat, all boats the same so... no, the boat's fine. It's the people; it's always been about the people."

"The difficulty, if you had to pick out what is the most difficult thing about doing this race, is looking after people for me."





Challenge: Managing expectations

The underpinning challenge on board each boat was that the crew members had different reasons for taking part in the race in the first place. There were those who wanted to win, to perform competitively at every step; others who were fulfilling their ambition of sailing around the world; some were taking a sideways step in their career; and those who were raising the profile of their chosen charity. The race was just a part of the reason for everyone on board, but was not the primary reason – and this had implications when managing expectations.

The difficulty was finding the balance to meet the expectations of those wanting to be competitive and race across oceans, while providing an experience to meet the expectations of those just wanting to sail around the world.

"Some of them are ultra-competitive, win-at-all-costs people. Other people want to go round for a more organic experience."

"I want to win but I know that if I want to, for want a better word, 'beast' the crew too much, the ones who aren't so competitive will just flake out and I will have an unhappy boat. I need to have a happy boat."

A common identity

The skippers that found a good balance developed a common identity. The common identities were based on the boat itself, the crew and the sponsors, and importantly, could be separable from performance. This is not to say that performance was not part of a team's identity; in fact, performance contributed a great deal to identity as the race progressed. However, for those teams identified here, common identity was established in relation to their distinguishable features, was stable and was not contingent on performance. Each member was valued for what they brought to the boat; their skills, their goals, their stories and their humour, which were shared across the team. It was made clear that they were one team and no crew members took priority over others. Common identity was also drawn from the sponsors, for example, taking pride in

identifying with colours and wearing their team crew shirts and jumpers at times other than when necessary. This was not only talked about in interviews; it was clearly visible in stopovers.

"I am very keen to point out at the beginning that the round the worlders don't own the boat, we are there to integrate the new guys and basically to make them feel happy and safe and make them feel part of it. Then the new guys, for me, are the people that are bringing in the fresh ideas and the enthusiasm and that sort of stuff - we are all one team."

A common intent

As part of a collaborative process of discussion and feedback, skippers had an opportunity to discover what people wanted from their experience over and above the race, reaching an agreement of common intent together. The effect was a team that accepted responsibility and took action. Several of the skippers were frustrated when they thought they had the agreement with crew members, only for them not to follow what was agreed. It was often that these skippers *informed* their crew of expected outcomes and behaviours on board, and then either pinned them to the noticeboard or put them in a document. Agreement was strongest when crew members valued the process and the outcomes; simply stating the objectives for coordinated action was not enough. Common intent was dependent on being shared by the crew both explicitly and implicitly and then shaped in such a way that the crew could identify and be responsible to act upon.

In military literature, McCann, Pigeau and English emphasise that coordinated action is dependent upon the establishment of common intent, which they define as *the sum of shared explicit intent plus operationally relevant shared implicit intent*; explicit intent is the publicly communicated aim or purpose whilst the implicit intent is the tacit, implied understanding of explicit intent based on expectations. The crews that shared a common intent, both explicitly and implicitly, established and lived by their agreements together. From this platform, there was more scope to inspire to be ambitious.

Implications

Organisations can learn from the challenge of managing expectations as it is familiar in business when people work together. This can be seen at all levels; in small project teams, leadership teams and organisations as a whole.

It is especially important to ask 'what is winning?' Is there a common misunderstanding of winning that may seem perfectly obvious for some but that does not translate so clearly for others with different priorities? Establishing common identity and common intent creates a platform to better understand challenges and develop capabilities required to achieve the best outcome.

By genuinely working together to establish a common identity and a common intent, a platform is created to better manage other challenges as they arise and then to build the capabilities required, reaching the best outcome for the group. This is especially true when different departments have objectives that do not line up with others, or where there is a sense of competition between departments. Ensuring that each part of the whole has a clear and common identity and intent means there is better chance to understand and celebrate each other's successes in line with a bigger picture.

Challenge: Communication

Communication was a challenge on many levels, such as how, what and importantly, why things were communicated. Literally being heard was difficult when it was not always possible to get everybody together at one time or when the wind was blowing. There was also a challenge when skippers felt they had communicated information thoroughly only to find that crew members didn't understand and would ask questions, despite having been given the information.

Being able to communicate well reinforced the development of other capabilities; how people learn, integrate, manage themselves and support others was influenced by how people talked, listened and understood each other. Skippers and crew that developed effective communication by talking and listening, feedback and information sharing, were able

to settle into life on the boat, as effective communication minimised friction by reducing uncertainty and perceived impediments to action. This freed up valuable energy to focus on what was important to the crew. The skippers with less focus on developing effective communication were required to resolve issues on a case-by-case basis which caused distraction, used vital energy and ultimately, was not sustainable.

Adjusting communication styles

Effective communication was demonstrated when skippers and crew were able and willing to adjust their style according to the needs of the situation by being aware of different communication styles and preferences; they were also clear about when to use a particular style and why. For example, it was inevitable for people to shout directions to be heard when the wind was blowing and the other person was not close. However, friction occurred when there was a perception of being shouted 'at' rather than shouted 'to'. Effective communicators recognised that some people on board would not have experienced being shouted directions and so contextualised it afterwards, in light of events.

"I try to encourage them in a positive manner. It's pointless, you don't get anything out of people if you shout at them and I wouldn't anyway."

"It's just a case of: 'I'm shouting and bawling at you because something needs to be done really quickly, and I need to make sure that I am communicating my message to you. And with all the wind and the howling that goes on the best way and the quickest way of doing that is for me to shout at you'. We all kind of understand that, but then when the new leggers come in, you know, they won't have done training for months and months and months. And then they're not used to all of that stuff again, so they don't like being shouted at. And so again you have just got to be a little bit careful with who you speak to and how you speak to them."

"It does happen at times, but one thing I will always do to people is, or say to people is: 'You know, sometimes it has to happen so let's just do it and we will make sure we talk about it afterwards' rather than, you know, the skipper just said: 'Do that, do this'".

"One of them said they were unhappy about the way I instruct, I yell at people to try and do stuff. But I never yell in a threatening way."

Effective communication

Effective communication was also supported by respectful behaviour between crew members; it was important for most people on the boat to be 'polite' and 'be nice' to each other. Some boats were more respectful in their communication processes. For others, it became necessary for them to readjust their initial approaches to communication to find ways to reduce friction; they recognised that 'being nice' helped to soften the impact of any necessary directness – and that 'please' and 'thank you' went a long way. This went both ways as skippers wanted to be thanked for their hard work in a good performance and spoke of feeling quite 'fed up' when they weren't. It is important to point out that this is as much about expectations and agreement in relation to what is acceptable behaviour. Like all society, some people prefer to be told what to do and are less concerned about politeness; it was up to the crew to find the best way forward which suited them.

"I reckon my blokes at work will notice a big difference. I'll say: 'Could you please do this' – 'that's a bit strange, he's never said please in his life!'"

"I'll joke to say that I've been through 'Anger Management' courses. I don't swear as much anymore, I don't – I don't yell at people. I try to, rather than giving people negative advice, I try to give them positive advice. I've made a conscious effort to try to change my leadership style and try to be a lot... well, a lot nicer."

"And then we started this last race, and it started in a really good way. You know, everyone was really polite with each other, and really encouraging, and it all worked really well."

The importance of sharing

Having regular meetings was an essential part of life on board the Clipper boats. They provided an opportunity to share information between different crew members and the skippers. They were also an opportunity to support each other and share stories, jokes and treats. The boats that took full advantage of this opportunity were able to speak openly; they knew what was expected and how the meetings benefited them. As such, they were better informed and able to understand the needs of the boats and those on board.

"I make sure that everybody is on deck. First thing I always say now is: 'Is everybody here? Can everybody hear me?' You know, sometimes you're giving a briefing and it's pretty windy and you can't get everybody below deck because nobody's driving the boat. Just try to make sure that everybody's focused and can hear and, you know, lots of eye contact, lots of interaction as well. I mean we have a lot of fun when we do our briefings as well. We come up with jokes, to just keep it interesting."

"Is Happy Hour happy? Not always! We usually use that time when everyone is awake, it's over lunchtime, to air any grievances, or open up and say this is not right or whatever."

Open communications

The crews with meetings that were inconsistent, ineffective or of less benefit to the crew were less able to discuss issues until they became problems. There was less scope for raising questions or challenging others' behaviour. For some boats, there was a requirement for there to be an anonymous suggestion box to communicate

as some people felt unable to say what they thought openly. The boats with less clear communication processes had to manage friction, slowing people down and impairing their agility as they eventually had to put in more effort to be heard and understood.

"We do have, on our boat, we do have little bit of anonymity because we have a little box down below that you write something in, you know like: 'I think blah blah blah'... I find that a bit stupid really, because what's the point of saying something anonymously; if you want to have a bitch, speak up. Some people use it, others don't."

"I think maybe I haven't done enough debriefs with the crew in ports. I think some of the skippers do more debriefs after each race and talk to them, so they can tell the skipper how they think they've done and you can tell them how you feel their performance has been. I think I haven't done that. As much as I try to encourage it... people are afraid to say what's on their mind, so, because of that, things aren't nipped in the bud."

Clarity of expression

The language that was used created challenges. Some people found it very challenging to be comfortable when there was a lot of swearing. They accepted that it was just the way it was, but admitted feeling 'irritation' whenever it happened. There was also a challenge of the words people chose to use in everyday conversation; some people would speak very directly and to the point while others were more flowery in their language. Each complained about the other for not making themselves clear.

Implications

Clear and effective communication strengthens the framework for understanding what is important to organisations and to the people within them. Having clear processes and guidelines about how to communicate, what to communicate and why to communicate

enables people to act with agility as friction is reduced; time and effort is spent managing the task at hand and not dealing with uncertainty. This is particularly pertinent when what is being said does not translate to what is actually meant.

For example, this can happen when finance or a sales team are trying to get across a message that is critical to the business but gets lost in translation; it can seem like another language. Similarly, when dealing with risk assessments or other health and safety issues, it is important that there are people able to translate the message and make it relevant, bringing it to life and demonstrating its impact generally, not just those with the spreadsheet or sales targets.

Challenge: Integration

Integrating crew members was an ongoing challenge for skippers as they had to manage the developing requirements of crew members as both individuals and as a team. Developing sailing ability beyond initial pre-race training was a priority when a crew member first came on board; the challenge was how to integrate people into the team when there were different sailing skills, abilities and attitudes at different stages across the race.

For leggers not joining at the start, there was a delay between initial training and interaction with the rest of the crew, to then embarking on the race; this meant they were not part of the team's physical development on board. Whilst, in general, leggers were welcomed onto the boats as with them came fresh enthusiasm, stories and jokes, some did not enjoy a positive experience of integration.

In fact, how the skippers, and subsequently, the crews, integrated the leggers had an impact of the experiences and expectations for all those on the team. Most boats developed a 'buddy' system where inexperienced crew were paired with a more experienced member to help guide them through the steep learning curve of coming onboard and learn the practical aspects of being on the boat.

"When people join I bring the crew together. We normally nominate one person to look after each person flying in so they've got a buddy to start with. Just to say that: 'If you have any problems – that's your buddy – they will help you through anything you want'."

"We allocate them a, like a buddy I guess; they tee-up with someone to show them the ropes and they're usually on that watch; the leggers get spread around the watch, both watches, so they're not all one watch."

"We try and match them, we try to sort of, not pair them up as such, with people. But they're a bit, I was going to say 'rusty' but that's unfair; they might know sailing and whatever far better than getting on."

"Then they'll get married up with someone on that watch to, you know, if they want any questions asked they'd come and ask that person, so they're not left staggering around wondering what to do next."

"They tend to get buddied, although it's not official but they say: 'OK let's show him the ropes' so to speak."

Consistent and inconsistent approaches

For the crews that handled integration well, the new leggers experienced a consistent approach which meant they effectively hit the deck running; existing crew were encouraged and empowered to embed new crew members into the team by demonstrating, communicating and using supporting behaviours with the understanding that all crew are valuable. This meant that new crew members felt stretched, supported and useful.

"The round the world crew are the people that have all the consistency and the skills, and need to integrate the other guys in. We are there to integrate the new guys and basically to make them feel happy and safe and make them feel part of it"

An inconsistent approach left some leggers feeling less supported as RTWs 'got on with the job – nothing spoken'. There was also suggestion that leggers were sometimes seen as requiring more effort than their perceived value in the first instance and were expected to establish their value relatively quickly. This was demonstrated when skippers and crew talked about 'putting up' with people or even blaming the number of new leggers for poor performance. Leggers that were inconsistently integrated were expected to just 'fit in', which to be fair they managed well, as it was part of their own expectation to try and fit in and find their place. However, some found it more difficult to come on board and fit in as a legger without integration processes and supporting behaviours in place. For them, this was not a reflection of a lack of enthusiasm; it was a lack of knowing what was expected of them.

"And they need to know as leggers, also, that some things need to be expected of them and put in the picture."

"They gradually work themselves into the team, or that's what I try to do. Sometimes it works, sometimes it doesn't."

"It is all very well them, what they are expecting out of the experience, but we demand certain commitment from them."

"You are moving into... nine or ten people's houses or caravans basically; you cannot, you can't just fit in, it just doesn't happen."

"Somehow, it's become too much of a them and us culture between the round-the-worlders and the leggers and it's just ridiculous."

"They sort of come on board and seem to think they're gonna immediately drop in and that just isn't gonna happen."

"I did consciously realise that, that I would have to get on with these people, people that are just coming on for five or six weeks – well it's five or six weeks that I'm going to have to put up with you."

"I can appreciate that maybe the leggers come on board and, although I don't think we're bossy, I don't think we are at all bossy; I can appreciate that maybe somebody might get left out doing something."

"I've realised a couple of times that the leggers were there with wide eyes and enthusiasm and wanting to get involved and everything and some of the round-the-worlders were sort of very indifferent."

Implications

The implications for business here can be linked to integration of teams more generally. It is very rare for there to be a team that remains consistent from beginning to end; people come and go; energy and drive rise and fall. Teams will restructure, leaving some of the team intact and new people joining. This leaves space for uncertainty about action and also ownership; who now owns what is left after the restructure. Having integration processes which provide structure for purpose provides everyone with a clear understanding about their value in the broad scheme. Newcomers and established members are able to recognise and value each other's contributions as well as provide encouragement and support in times of uncertainty. This reduces friction as they are better able to share the load together rather than one group feeling burdened whilst the other group stand by, unable to know what to do. In this scenario, no one person is more important than the boat, nor should one person be more important than the business. Without the boat, there will be no crew: without the business, there will be no team.

Protect the brand

The challenge of integration also has other implications for organisations, such as the brand risk involved with a negative experience. Each person either applying to, or joining a team that has a positive experience will be more likely to talk about it positively; those that have a negative experience are more likely to talk about it negatively – to each other, to their friends and family, to customers. Every person applying to your company or working within your company provides an opportunity to enhance your brand or has the potential to damage it.

Challenge: Approach

Balancing the need to with the broader needs of the boat was an ongoing challenge. Taking an approach that focused on technical expertise concentrated effort on one or two specialised tasks, creating streamlined action. The result was efficient performance reminiscent of Taylor's Scientific Management approach; tasks were optimised and simplified, increasing productivity. This approach benefited boats in the early stages of the race, especially when there was success as a result; success created an expectation of future performance based on technical expertise. This approach also particularly suited competitive crew members who were happy to work with this specialised attention to achieve race results. The challenge came when crew members wanted a broader experience of sailing which did not match those who preferred a specialised approach.

"Each watch we split into three; we had two people to share all the helming, two people to deal with the work in the cockpit and two people to deal with the work on the foredeck. I'm not sure that worked that well, for me anyway... it's not really fair because then nobody gets the chance to do one bit whether it's helming, cockpit or the foredeck. I think it worked quite well when everybody sort of did everything."

Developing multiple skills

Skippers who paid attention to the broader needs of the boat gave crew the opportunity to try different tasks, to stretch their experience and increase their knowledge where possible; they were able to develop multiple skills and see how all the responsibilities – both sailing and people – worked together. However, it was not always appreciated by the more competitive members of the crew who considered this approach as less than professional.

"I have been working with a team of professionals who know exactly what their tasks are and they just need some general directions in terms on the overall objectives of the project. Whereas here, I'm with a group of people that I don't know at all, who aren't necessarily professional in what we are doing which is sailing a boat"

Selecting watch leaders

Managing this challenge extended to the selection of watch leaders. Watch leaders had responsibility and authority to manage the crew when the skipper wasn't there. In the early stages of the race, it was common for more experienced sailors to be selected as watch leaders to support the skipper in providing supporting technical expertise and authority during the steep learning curve of less experienced sailors. As a result, the crew developed these skills themselves and were able to share their knowledge with new leggers as they came on board.

Technical approach

Typically, boats with a technical approach had problems adapting once watch leaders were established in their role, and were less able to cope with challenges related to people. By then, it was difficult to step down as the role was held within a hierarchy. This created *tension* in the team as people didn't enjoy working with them and so eventually, the watch leaders were asked to make way for seemingly less experienced sailors to be watch leaders.





This was particularly difficult when they had a strong character and a desire to lead as they would sometimes challenge the skipper's authority.

"He's a great guy and he knows an awful lot about sailing and I wouldn't want to try and knock him or anything, but in terms of, he's not a particularly brilliant man manager."

"I tell you, one of my watch leaders, and it's so sad because he's my best sailor on the boat, but he has serious people skills. Every time I make him watch leader people come to me in tears."

"Of course, now he's crew, serving under watch leaders who have less sailing experience than him, and knowledge, and less physical ability (because he's a pretty fit guy as well); on the deck – that's very difficult for those watch leaders because, he's trying to undermine them."

Adaptable approach

Skippers who selected watch leaders as part of an adaptable approach were better able to support the boat, themselves and the crew as each moved through their development. This meant that the technical expertise required in the early stages could then be exchanged for those with the people skills to influence and support the crew in the core stages of the race, when the crew were tired. Here, there was an understanding that serving as a watch leader was for the time being but with no claim on the next leg; importantly, there was no judgment attached to these decisions. This also enabled people to aspire to be a watch leader which brought with it more complex responsibility and so it was in their interest to keep learning. This, in turn, benefited the boat as they were able to sail better and go faster.

"I'm pretty careful with my watch leaders. In fact, the most experienced sailor on my boat was not a watch leader because I didn't necessarily think he was the right sort of person to lead a watch."

"I'm just looking for people that are willing to put the effort into getting other people to work for them, rather than the sort of dictate what they are doing."

"I kind of said that watch leaders and assistants will be on a leg by leg basis, and just because you get the job on one leg doesn't mean to say you keep it, even though you might want it"

Reward and punishment

A further difficulty experienced by skippers with a technical focus was the concept of reward: several regularly spoke of not being able to use rewards or punishments to move people to action, especially when they themselves were rewarded by good performance. Crew members could not be paid or bribed; nor could they be penalised or sacked.

"Now in the Clipper situation it's a lot different from what I've experienced before because you can't fire someone, you can't give anyone a bonus. You know, even trying to give someone like an extra chocolate for doing well can completely divide the crew."

"And what can I do? I can't punish them. What punishment can I do?"

Divisions in the crew

One of the issues was that less competitive crew members became increasingly disconnected from competitive performance outcomes as they didn't identify with winning this way; they were not motivated by a specialised approach. This created factions in the team; the divisions in the crew became more pronounced as less competitive crew members needed different drivers to perform well. Skippers with a broad approach rarely, if ever, mentioned rewards or punishment. They were able to make use of the naturally occurring reward of wanting to learn and develop; by enabling each member to understand more about the different tasks

of the boat, the less competitive crew were rewarded as their experience was stretched, their knowledge increased and they developed responsibility.

Implications

This challenge has implications for businesses that are experiencing change, as a focus on the broad needs of the organisation provides a framework for adaptable adjustment. A culture of learning creates responsibility and reward for people to think for themselves about what is important for the organisation; this keeps them moving forward rather than being fixed on the job they do with little reference to other functions. By stretching experience, reward and the capability to credibly understand the broader needs of the organisation, there is potential for people to identify opportunity and risk from the ground up.

Motivation

It is also important to recognise that recruiting for technical expertise alone may be suitable for a short-term team project where outcomes are very clearly defined and the expertise required is specific. However, taking a specialised approach to improve efficiency requires agreement and the rewards need to be highly prized by the individual. In the absence of intrinsic motivation to maintain efficiency, expect high salaries or a high turnover of staff. Where there is uncertainty, change and people with diverse needs, it is perhaps better to recruit for motivation, responsibility and ability to influence others, which is more sustainable over time. Intrinsic motivation has been described by Ryan & Deci as doing an activity for its inherent satisfaction (see Figure 1). There is potential to enhance reward for ourselves and others when we understand what is driving the motivation to act.

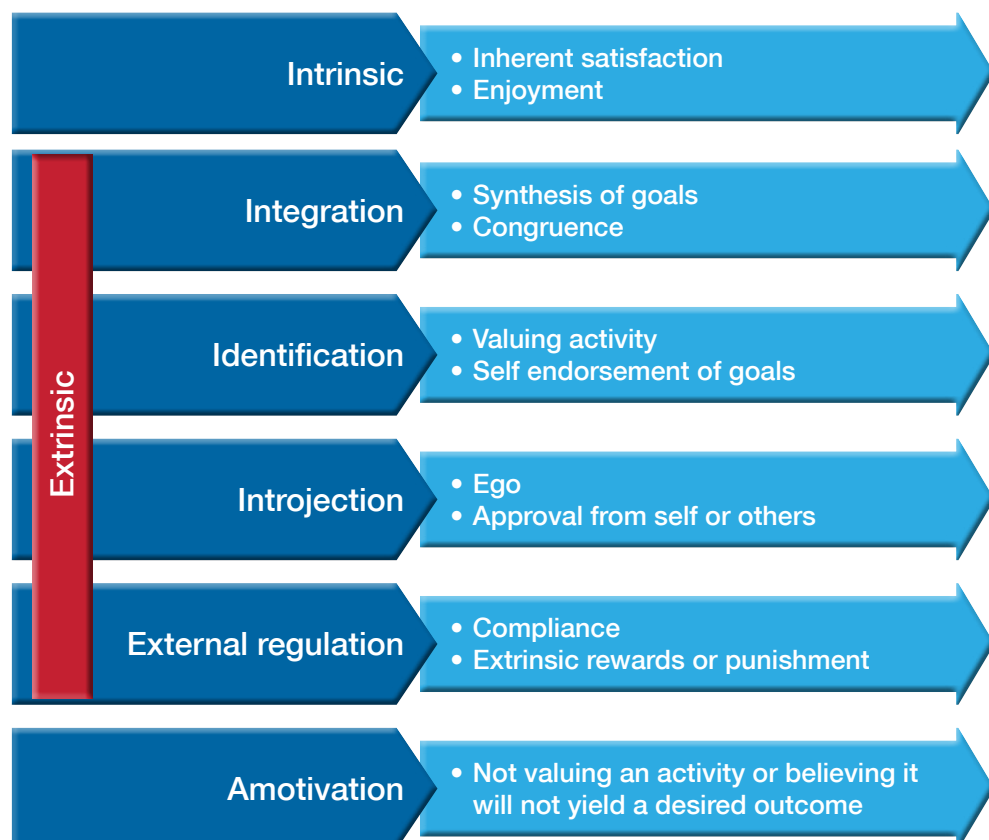


Figure 1. Intrinsic and extrinsic motivation
(Adapted from Ryan & Deci, *Taxonomy of Human Motivation*)

Challenge: Focus

A particular challenge for skippers was one of focus; not so much the type of focus required during periods when conditions were rough and they were really up against it, as people could focus during peaks of intensity. The real challenge was maintaining focus and enthusiasm across the span of the race; for example, when it was calm or when it became boring in its repetitiveness. As such, it was also a challenge to maintain the focus on improving performance, finding ways to make a difference.

Having periods of relative inactivity had its advantages as it allowed time to catch up on sleep and to tidy kit. It also gave everyone a chance to think about their lives, their future and their fellow crew mates. However, it also created an opportunity for people to think less favourably about their situation; this would then shift the mood and the focus. Conversely, keeping the crew focused over extended periods of arduous and rough conditions was difficult when there was little respite. The challenge was for skippers to find ways to maintain focus on performance and purpose.

"They expected it to be normal sailing; crashing around and sail-changing every twenty minutes or whatever, and then there's a lot of periods of inactivity. And then people have time to think and we get a bit agitated; we don't have any major problems, but the mood definitely changed."

"I find the light wind legs – when there's hardly any wind, or when it's very, very long – I hate those legs because the crew, even the more competitive ones, do start to switch off. And there's too much time for them to start thinking and then start bitching about different bits and bobs. I'd far rather have it hard-core; really rough and horrible because that actually hunkers people down, and so you get them focused on battling through it."

"When the boat's not going anywhere all this other stuff comes into the mind. People are going to start looking at each other in the team and thinking: 'Well,

what is it you're doing wrong?' And you won't be focused as a team on what you are trying to do, which is to be competitive."

Maintaining enthusiasm

Individuals with a preference for competitiveness were driven by their own goal to focus on performance; to develop incremental improvements to keep a competitive advantage. They would seek ways to increase efficiency as part of the reward of winning; when this matched the preferences of other members, there was little friction. The challenge was getting that drive to translate into enthusiasm in others when the gains appeared small and/or required effort over and above expectation. Most crew members were very good at responding when necessary, especially when the stakes were high or when safety was threatened. This was because the outcomes were clear and tangible. However, getting others out of bed to go a bit faster when the next boat seemed far away could be difficult to achieve.

For some boats, competitive members continued to race the boat with a focus on incremental gains but with a smaller number of crew. When it was necessary, they had to spend time and effort persuading others to perform alongside them. While this way of working did produce good results, continuing to race hard and perform well, the effort and energy required were not sustainable in the long term. The competitive members were frustrated, tired and emotional; the less competitive members felt pressured to perform beyond their capability. When teams were able to draw on a larger number of crew members willing and able to perform as required, they experienced less friction and were generally happier boats.

"So when they're not as committed, you have to do a bit more, I guess, to drive the boat that bit harder, otherwise you don't go as well – put in more effort. Not only me, but, you know, that group of people on board who are keen to race the boat and do well, just do a little bit extra."

"Even the eight or nine people on board who are keen to sail and keen to race in any conditions and just get on with it, deal with any job that needs to be done and just do it. They couldn't do on their own, they couldn't sail this boat round the world with eight people, just couldn't do it. So you do need the others."

"It gets to the stage sometimes if the doers on the boat don't do, then the non-doers soon realise that, well someone's got to do it, so then they do a token effort; heads [toilets] get wiped over but they don't get scrubbed."

Maintaining focus

Skippers who maintained the focus and enthusiasm of their crew continued to develop interest and capability by, for example, providing master classes for those wanting to learn more technical sailing skills or testing safety drills by running simulations of events, such as a 'man overboard'. They also talked about using the time to develop and test innovative ways of using the equipment, sometimes capturing the results on film for assessment. Other examples include performing ceremonies and playing games and competitions – different ways to have fun and keep busy. For skippers who were less inclined to do these things, they talked more often about managing frictions such as pettiness on board as well as frustration at the time spent micro-managing the outcomes of a less enthusiastic crew.

"What I also try and get them to do is go through scenarios. So, I can't be there all the time, so I say to them: 'OK, this is a man overboard, what can we do?'"

"What I've been trying to do is get the watch leaders to have a briefing throughout the day, when there is nothing major happening. So 'OK guys, well what if, what do we need to do?' And they would just have a chat about it so whenever an evolution needed to be done, they would pretty much be ready for it or at least understand what is required."

Implications

Maintaining focus and readiness in business, especially when work becomes repetitive, enables organisations and individuals within them to be prepared to develop in light of unexpected changes in the environment. Routines become established as processes settle into habits which temptingly create simplicity out of complexity. It is also true that sometimes following an established procedure is the most appropriate course of action because it would be inefficient to re-invent solutions that already exist. However, maintaining the balance between establishing routines and a focus on improvement through creativity and innovation requires adaptability, interpretation and re-invention to suit the evolving needs of the situation. Too much structure and process means that the potential for incremental gain through innovation is lost; too little structure and it is lost through a lack of captured data or direction.

Bottom up process

A process which encourages contribution and input from the bottom up provides everyone with an opportunity to seek competitive advantage and influence outcomes. By creating enthusiasm and an adaptable focus on incremental gain, people are able to understand the impact of what goes in and what goes out; they engage with the process and outcomes rather than just go through the motions. This has particular implications for large organisations or those that have grown rapidly. While processes that streamline efficiency by not having to reinvent the wheel are tempting, there is a danger that the process itself becomes the focus and not what it was intending to capture. Having people that are closer to the process, able to test assumptions about its effectiveness, has the potential to make incremental gains. This may, of course, result in changes to both winning and losing formulas if there is a better way; this may not always sit comfortably in an organisation less able to be open to innovation and change.

Challenge: Support

The skippers talked about the importance of the support they received from the other skippers, as there were so few people that understood what they were experiencing.

They were able to draw on the shared experiences of the challenges faced outside of the competition.

"And talking about venting... we are as a group of skippers, we do off-load a bit to each other because we're going through exactly the same scenario really, with obviously slightly different connotations. But, you've got, you know, there's respect for knowing that. The bottom line is we're out there doing quite a difficult job looking after all these people, trying to manage, and meet their expectations and then get them and the boat safely round the world in a good position in the race. There's a lot of mutual respect from that, regardless of where your overall standing is in the race."

"You can't speak to another skipper until you get back to shore, and I think that makes it really hard. I think, this race, we're very lucky because all the skippers get along really well."

Finding good support

Even those with support from their crew members, the shore team or family and friends at home, felt they had to keep things together for the sake of appearances. Those that talked about family and friends said they felt they had to protect them from the less exciting, more arduous side of the experience. And those that talked positively about their relationships with people on their boats found it a challenge to know where the line was between skipper and friend; especially those who enjoyed the company of their crew, spending time with them both on board and at stopovers. These skippers talked about supporting their crew members with issues beyond the race and how that support was repaid to them. For other skippers, while there was a clearer line

between them and their crew; they spoke about physical boundaries which they found difficult to maintain given the close confines of the living conditions. They reported struggling with their frustrations as they had to wait until the stopovers to spend time with the other skippers; and found these frustrations difficult to cope with.

"To be a shoulder to cry on type thing as well. And then, when you're feeling it yourself, but this is not always an easy one to cope with."

"There's no one to say: 'Well done' or you know 'Keep it up' or 'You're doing a good job' or 'How are you feeling today?' ... So it feels very one-sided."

"The skippers don't have anyone to talk to."

"When you're on your own, you think about things, and just that; that screws up your head even more."

"Maybe I should just take myself off into the boat locker and scream when things are going bad. Does that project a very professional image to my crew?"

Implications

Having good support for those working under pressure not only provides people with someone to share concerns with; it also allows them to gain a different perspective on their situation. Not having a support network has a negative effect on resilience making it less easy to bounce back. It is important for individuals to develop a support network in the workplace, as part of a professional body and outside, to provide a safe opportunity to talk to people that recognise and reflect on the issues. But equally, organisations must recognise that people under pressure benefit from good support networks. They need to ask themselves if there is an expectation that people should be able to get on with it, and if so, what is the impact of that on the individual, their colleagues and the customer? And more importantly, what can be done about it? Just asking these questions is a good first step; after that, there are organisation-led initiatives which provide

support such as mentoring, coaching, action learning sets or supervision for those handling particularly sensitive work.

Challenge: Sleep

Managing with restricted sleep was a major challenge, as working in watch systems and sleeping in bunks did little to accommodate good quality or quantity of sleep; having any sleep was a particular luxury when all hands were needed on deck. Even on an ordinary off-watch, crew members had only four hours to sleep, eat and dress/undress, sometimes with heavy wet weather gear which took time to put on and take off. Managing themselves when tired took extra effort to function as well as effort to recognise when it impacted on themselves and others.

Coping with poor judgment, emotions, irritability and changing moods on the boat was a challenge for skippers and crew alike when tired, as it was difficult to find the extra energy to cope with friction. Given that watch systems were established as the optimal solution for life on board, there was not much that could be done about having limited sleep, other than try to adjust.

"With tiredness will come a certain degree of irritability sometimes, and cloud your judgment when you're tired as well."

"Be nice to them when you personally perhaps, don't want to, especially when you're tired."

"The main reason is fatigue, I think, and people just get worn out. But that, obviously, moves on to other things."

"When I'm really stressed or tired, naturally, I revert to how I've been trained; I spent eight years in the Navy, as an Officer, so it's hard to shake that off."

"So in a way, I've sort of, I've given up trying with a few people, which is probably the wrong attitude, you know, I understand, but, I'm too, I'm too emotionally exhausted, and mentally exhausted to, to worry about that."

"Everything is magnified when you're cold and tired... you need to dig deep."

"People get very tired and this time in the race... I know skippers are tired, I know crews, round the world crews, are really tired now."

"Just tiredness, generally, when you've been three days without sleep and someone comes and whinges to you about, you know, the sugar bowl's empty, someone hadn't filled it up... and you're like 'Ffff'."

Managing sleep patterns

Some of the skippers managed this challenge better than others. A few made sure they accumulated as much sleep as possible at stopovers. Other consciously took steps to build the capability of their crew specifically so they could trust the crew enough to allow them to go to bed and retain a level of sleep necessary to function on board. These skippers also took time to evaluate their mood as a result of tiredness to try to make adjustments to present a happier, less grumpy face to the crew.

"You've got to think: 'OK, hang on a sec – let's change this' – because if I am in a bad mood then everyone is always looking out to me, and that affects the whole swing of the crew. Sometimes you have just got to sort of think: 'OK, what sort of mood am I in today' and then try and get over it, even if you are very pretentious because you don't want to affect the rest of the guys."

"I've got to make sure that I myself don't get too down. So in a way you've got to put on a bit of an act, I suppose, pretend you're happy and everything's fine. And try to show them that you're having a good time. You know, because as a leader, if you're not having a good time, they'll probably think: 'Well, why am I?' As a leader, if you appear to be scared, then the rest of the crew will be scared. If you think: 'Oh, there's nothing going wrong here', then they'll have confidence."

Effect on mood

For several skippers, while they realised early on that sleep was going to be a problem, they underestimated its effect on their own mood and how that would then impact on their crew. They spoke about being exhausted but were unable to find a way out of it; they tended to blame the crew for not being able to manage themselves enough to allow them to step back. For some, there was also acknowledgment that it was their own decision not to sleep much to maintain control of the outcomes on board or to make the most of their time in stopovers.

"Well I'm not very good at that [looking after myself] either, because I get drawn into things and hamping, clamping down enough on people. I tend to, I seem to be doing an awful lot of work which my crew should be doing."

Implications

Sleep is an important part of the human condition. Tiredness, as a result of working long hours or poor sleep (or both), has major implications for the functions of the brain most used by executives such as decision-making, problem-solving and assessing risk. While tiredness will not have as much effect on repetitive activities, it will make it more difficult to manage emotions and moods. The benefit of good quality and quantity sleep is often not recognised by individuals who work long hours and then invest in life outside work to maintain a work/life balance, which is important. However, when people spend large portions of their day working, exercising and socialising (either in reality or virtually), there is little time left for sleep.

Building in time and expectation for rest and ideally, healthy sleep, allows those working under pressure to think, make decisions and assess risk with better clarity; this should be both individually and organisationally. It also pays to develop capability across the team so that no one person is burdened with all the responsibility, allowing the chance to step back to gain insight and perspective. Work, rest and play should be balanced with each other; good sleep is not a resource to be squandered

Challenge: Trust

The last challenge discussed by both skippers and crew was trust. Whilst trust could be seen as an outcome in itself, it is presented here as a challenge as people talked about not knowing how to build or maintain trust in the team. In general terms, the crew started from a position of trust in the skipper as the person in charge of the boat and their safety; if the trust of the crew was damaged, then it became more difficult to influence and shape performance. It is suggested that this was because the crew gave skippers their trust to have authority and responsibility for most decisions in the first stages of the race, and when that trust was maintained, they continued to support that authority and responsibility while taking on a share of their own. However, if that trust was undermined by poor decisions or an inability to deal with friction, then the crew limited their trust to what the skipper was formally accountable for: sailing and safety.

Formal and personal authority

This can be related to different types of authority where formal authority can also be described as accountability and held contractually; while personal authority is given informally by reputation, experience and character. It is thought that as the race progressed, decisions relating to people required greater personal authority to influence outcomes and to maintain the trust of crew. Difficulties arose when skippers assumed their formal authority would compel their crew to act in areas outside of sailing and safety but when the trust of the crew wasn't there to support it.

"You have to rely on people's enthusiasm to, why you participate. Even the skipper, quite frankly, has no authority; I mean if we all said to him: 'Stick it in your neck – not doing it', there's no law that says we have to obey what he says."

Controlling mechanisms

If the crew started from a position of trust, the skippers started from a position of healthy distrust as they had to gauge what each crew member was capable of. It was in a skipper's interest to develop trust in the crew to allow him to step back with confidence. This was through developing capability and autonomy. Autonomy is defined here as the degree to which a crew have discretion to organise themselves in line with the needs of the boat, building on controlling mechanisms to be able to command themselves with competence, authority and responsibility (see Leadership Models on page 41). All crews started the race with high levels of controlling mechanisms as the skipper developed skill and trust in the crew; and as such, were given low levels of autonomy as many came onboard with little experience of sailing around the world.

Controlling involves monitoring, carrying out and adjusting processes that have already been developed.

Commanding involves creating new structures and processes, establishing the conditions for initiating and terminating action, and making unanticipated changes to plans.

Control mechanisms are necessary otherwise command is 'unfocused, uncoordinated and possibly even dangerous. Equally necessary is the requirement to guard against over-controlling command, otherwise the very creative energy that control is meant to enable will be extinguished'.

Adapted from Pigeau and McCann

Restricted autonomy

Through gaining knowledge and experience of sailing and living together, crew members were given the appropriate levels of capability, responsibility and authority, and required less supervision. There were, however, examples at

different stages of development where skippers continued to restrict autonomy, despite the growing capability. Here, the controlling mechanisms set out by the skipper were managed closely and the crew had their actions monitored. This left some crew members feeling mistrusted, frustrated and undervalued. There were other examples where, perhaps, the skipper gave too much responsibility in proportion to experience or ability, leaving the crew to 'get on with it'. This required the crew to self-organise but without the necessary capability to find a way to work together. This left some crew members feeling out of control and as a result, created power struggles and conflict between them. Ironically, this then led to the skipper having to become more involved as he felt he was drawn in to micro-manage the crew as they quarrelled between themselves.

"I feel very strongly that with all these petty disputes on board, so much of my energy is being sucked away from what I should be doing, which is managing the competitive and safety of the boat and the crew and looking at the big picture – instead of being sucked in to micro-managing people."

Implications

Developing trust in a team has many implications for organisations. One is that it allows a leader to use their personal authority to influence and shape the direction and pace of performance, as personal authority is only given with consent. If a leader relies on formal authority to make things happen, then it follows that people are able to respond by using their formal obligation to inform their own performance. Secondly, by developing trust in the capability of the team, more energy can be spent on focusing on what is important for the overall performance of the organisation and not get caught up in managing the detail. This requires more than contractual responsibility and obligation; it needs people that work together with an intrinsic, internal sense of responsibility for the outcomes of an organisation.

The Winning Behaviours model

It was not the aim of the study to identify specific leadership or team outcomes that have *direct* and *unique* impact on race performance; there are many variables that must also be considered – including weather, sea conditions, equipment, routing and sometimes, old-fashioned luck. Speak to any sailor – each of these will undoubtedly impact on performance at some point.

Winning behaviours have been identified from the interviews as those that overcame challenges, and experienced more positive and fewer negative outcomes. As the boats were identical with an equal allocation of crew, this research offers insight into which behaviours *do* contribute to positive outcomes – such as taking responsibility, putting in an ‘awesome effort’ to achieve the best result possible; the majority ‘pulling their weight’. There was also an opportunity to see which behaviours contributed towards negative outcomes, such as *friction*, which slowed people down and impaired their agility and *fraction*, described as resulting in ‘teams-within-teams’.

A three-axis model

The behaviours that appeared to overcome the challenges shared by skippers, crews and boats are presented in a model to better understand their impact on outcomes. The three-axis model represents these winning behaviours as:

- Alignment
- Capability
- Autonomy.

We describe alignment as a combination of common identity and common intent; the challenge of multiple expectations was met by the skippers who were able to draw people together and then move them towards a shared objective, held both implicitly and explicitly by most people on board. This created an alignment of shared goals and accountabilities, by giving and taking responsibility for the boat, for others and for themselves.

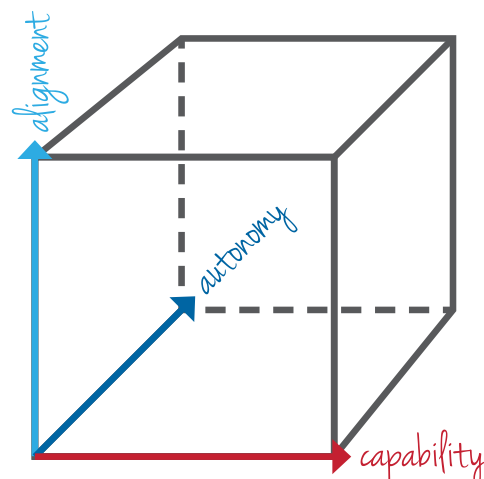
Capability is described as the development of skills and processes required to lead, learn and live together. Capability was developed when skippers met challenges with clear and consistent processes which reduced friction and uncertainty.

Finally, autonomy is the degree to which a crew have discretion to organise themselves; this is based in trust and was generally supported in line with the needs of the crew – however there were negative outcomes when there was too much or insufficient autonomy.

Positive and negative outcomes

When these factors were developed in line with each other, the crew experienced *positive* outcomes for people leading, learning and living together. Where there was over- or under-development of any of these factors, *negative* outcomes were experienced.

While this model captures the experiences of those taking part in a round the world yacht race, it is suggested that as a concept, it has the potential in an organisational situation to predict outcomes by positioning an individual or a team on each of the three axes of the cube. From here, there is the possibility to identify what can then be done. This model will be tested further as part of ongoing research to validate the findings and to gain clarity of positive and negative outcomes.



The Winning Behaviours model

"As the race has gone on I have managed to stand back more and say: 'Well, it's your boat guys, you decide and I'll help you if you go wrong' sort of thing. Whereas in the beginning I was just trying to manage everything and did OK with it, but quickly realised I didn't need to. I don't think it was a problem what I did; I just put a lot more pressure on myself that was all. I don't think it affected the crew that much but I quickly realised that I didn't have to do all that, you know, and get to trust the people more. And I know there's, there's maybe other skippers that give a lot of trust early, well not trust, give a lot more responsibility, and there are others who still try to manage everything, and I like to think I'm somewhere in the middle really."

Context for the model

To provide some context for the model, when the crew first came on board, they were low in alignment because they brought with them different expectations about why they were taking part in the race. They were also low in capability, both in terms of the technical skills of sailing together as a crew, and also the people skills of leading, learning and living together. Lastly, their level of autonomy was low as the skipper had yet to establish trust in their ability. A team that continued to develop alignment, capability and autonomy in line with each other experienced positive outcomes throughout their development. A team that was situated at the back right corner of the cube that were high on all three factors were able to command themselves with competence, responsibility and authority. This enabled the skipper to distribute leadership amongst the team, confident in the knowledge that he could step back and focus on the more strategic aspects of racing a boat with a team that were motivated to work together and achieve the best outcome possible.

Alignment

Establishing high alignment as a first priority helped the development of capability and autonomy as it provided a clearer understanding of purpose. Where there continued to be high alignment in relation to low capability and low autonomy, the crew had a strong identity and clear direction but were lacking the skills required or the freedom to respond. A crew with low alignment experienced fractions such as 'teams-within-teams'. This led to effort and friction as individuals were required to work towards objectives unrelated to their own, or having to manage the different expectations of others.

Capability

A crew with high capability in relation to alignment and autonomy experienced frustration, as while being able, individuals were constrained by unclear or unrelated objectives as well as a lack of freedom to perform.

A crew with low or narrow capability, such as those with a highly specialised approach, were less able to respond as required beyond the scope of narrow experience or understanding.

Autonomy

A crew high in autonomy had discretion to self-organise but with uncertain intent, and without the capability required to find a way to work together; here there were power struggles and friction between individuals as they sought to organise themselves; there were also tensions as some members stepped in to assume authority. A crew with low levels of autonomy had their actions controlled and were required to wait to be directed and organised; this left the crew feeling frustrated and undervalued.

This is not to say that a team cannot experience the positive outcomes listed above while being low on all three factors. This model is as much about expectations, agreement and context; an awareness of these contributing elements will help discussions about what should be taken into consideration.



LEADERSHIP MODELS

The following discussion has been included to provide further insight into the leadership context. Is it possible to predict which type of leader is more likely to overcome the challenges faced by the skippers? It is not useful, or even possible, to offer a full explanation of leadership here, but what is of use is to explore some models that have the potential to support the findings.

Situational Leadership

Blanchard's Situational Leadership model offers a partial explanation as it considers leadership styles in terms of task and relationship behaviours, and categorises them into four types according to the situation:

- Directing
- Coaching
- Supporting
- Delegating.

Described as a partnership model, the Situational Leadership model is used to match leadership style to development level which varies from goal to goal and task to task, and ensures that each of the styles is used in relation to competence and commitment. The framework suggests that commitment to a goal or task comes from confidence (self-assuredness) and motivation (interest and enthusiasm); if either is low, commitment is considered lacking. The skippers who developed winning behaviours were able to use these different styles in different situations. However, it was clear from the interviews that commitment and motivation towards a goal or task would depend on the broader intentions and expectations of those on board.

There may be an assumption of leadership here that it is part of a system responsible for leading goals and tasks, usually by nature of

an agreement which prescribes intentions. However, the underpinning challenge on the boats was managing multiple, equally valid expectations held by crew with no contractual obligation to perform to prescribed intentions.

Situational Leadership provides a useful framework to develop the competence and commitment of individuals in relation to situational tasks and goals, but does not consider these in relation to the broader intentions, identity or motivations of individuals or indeed of the skipper themselves. It does not explain how skippers were able to align the multiple expectations of those on board or their ability to develop capability in others.

Volunteer Leadership

If the crew are not obliged contractually, perhaps then they should be considered as volunteers. If so, what are the leadership models for those who lead volunteers?

A model referenced in third sector leadership development is Greenleaf's Servant-Leader model which suggests a leader's primary motivation and role should be in service to others. The Servant-Leader model challenges some of the assumptions held about the nature of leadership models and proposes that leaders, as 'conceptualisers', can promote a sense of community and the sharing of power in decision-making through:

- **Service:** listening carefully to what followers want and providing for their needs unobtrusively
- **Hosting:** providing facilitation for conversations
- **Agility:** promoting partnerships
- **Narrative:** prompting stories of success as well as explanation to policy makers.

Conceptualisers focus on what ought to be done and at their best, are persuaders and relationship builders. While these may be valuable leadership qualities to create alignment and influence crew through a sense of community and sharing of power, the conceptualiser may not be able to administrate the necessary processes and controls to build capability; to move the crew from relative inexperience to one where they are able to command themselves. Helpfully, Greenleaf also suggests contrasting the talents of conceptualisers with those of 'operators'; those with a focus on getting it done:

"The operating talent carries the institution toward its objectives, in the situation, from day-to-day, and resolves the issues that arise as this movement takes place. This calls for interpersonal skills, sensitivity to environment, tenacity, experience, judgment, ethical soundness, and related attributes and abilities that the day-to-day movement requires. Operating is more administering, in contrast to leading."

Greenleaf suggests that these talents are not completely exclusive; there is scope for one person to possess both, although probably only being exceptional in one of them. Greenleaf's framework is useful for understanding that alignment probably requires conceptualisers to build relationships and influence the crew to be motivated by each other; while building capability necessitates operators to administrate the processes required to build the capability for leading, learning and living together.

Management and leadership

Conceptualisers and operators can be likened to Grint's summary of *management* as 'executing routines and maintaining organisational stability – it is essentially concerned with control', and *leadership* which is 'concerned with direction-setting,

with novelty, and is essentially linked to change, movement and persuasions'. Zaleznik discusses these two roles and concludes that leadership and management are not only different roles, but are carried out by fundamentally different people in relation to personality, attitudes, goals, relationships with others and their sense of self. He remarked that 'managerial goals arise out of necessity rather than desires, whilst leaders are active instead of reactive; shaping ideas instead of responding to them' and that 'a *manager* pays attention to how things get done and a *leader* to what the events and decisions mean to participants'.

How this relates to the Clipper Race

The leader/manager debate is interesting in relation to the Clipper Race as it does provide a simple explanation of the winning behaviours; both leadership and management qualities were necessary in one person to some extent. It would be easy to conclude that the boats required good *leadership* to create alignment and shape a common intention, while having good *management* to administer the processes to develop capability. However, leadership and management definitions are not able to explain the whole picture, as crew members were both volunteers, and ultimately customers paying for the opportunity to fulfil their expectations and ambitions of either racing across oceans or sailing between ports; each was a stakeholder with valid reasons for taking part.

Executive's Trinity

Bungay helps settle the leader/manager debate by suggesting that not only do leadership and management activities overlap; there is also room for the activities of a commander. Indeed, Bungay suggests that at any point, an individual might be combining all three activities of leadership, management and command. Bungay describes this as the 'Executive's Trinity' which has its foundations in military history.

Commanders develop strategic direction considering the aims they have been given by their stakeholders, the environment they are in and the capabilities of their organisation. They also further build its capabilities to realise the strategy.

Management is about providing and controlling the means of following the direction... more a matter of deploying assets, marshalling resources and controlling then. Managing means understanding objectives, solving problems and creating processes so that others can be organised efficiently.

Leadership is an activity that is moral and emotional. The job of a leader is to motivate and inspire followers so that they are willing to go in the required direction and perform their own tasks better.

The Executive's Trinity recognises the influence of the stakeholder on the activities of a commander. This provides the missing link from leadership and management models. Freeman defines a stakeholder as 'any group or individual who can affect or is affected by the achievement of the organisation's objectives'. While the Clipper crew were not employees but volunteers, they can be described as stakeholders with a vested interest in the outcomes of the race, on many different levels.

Command capability

To better understand how the command capability could be developed to accommodate the expectation of stakeholders, the environment and the capabilities available, it was important to look at the leadership models used by commanders today. While a model based in command and control might seem at odds with a leadership that requires motivation

and trust, a reconceptualisation of command and control offered by Pigeau and McCann provides a framework which has the potential to explain the outcomes.

Traditional command and control in organisations is generally seen as a top down, tightly-managed process that allows little room for autonomy or free will. While controlling mechanisms maintain consistency for regulation or efficiency; it can constrain processes unnecessarily and create friction. There may also be an underlying assumption that individuals are not able to maintain focus. With traditional command and control, people jump because they have to and only to the height required by regulation.

Yet when looking at command and control in a military setting today, the need for consistency plays a vital role, but beyond that, there is a need to allow individuals to command themselves within a framework of common intent. Given the vagaries of the situation, individuals and teams are able to respond with agility as they are closer to the action and better able to judge; to what degree they can respond depends on their command capability. With the reconceptualisation of command and control, people jump because they want to and will find ways to best suit the vagaries of the situation.

Pigeau and McCann offer a reconceptualisation of command and control that takes a positive step away from the unhelpful image of command and control that organisations shy away from. Their CAR model (see overleaf) incorporates the three factors necessary for this kind of command capability: Competency, Authority and Responsibility, and suggests that command is not simply ordering others to act; command happens only if a person interprets an order and alters it to suit the vagaries of the situation; importantly, they argue that one does not have to command another; individuals working alone are capable of commanding themselves.

Competence

- Physical – good health, agility and endurance
- Intellectual – planning, assessing risk, judgment and creativity
- Emotional – associated with resilience, hardiness and the ability to cope
- Interpersonal – trust, respect and empathy.

Authority

- Formal authority – assigned, explicitly held
- Personal authority – earned, held tacitly.

Responsibility

- Extrinsic responsibility – contracted with superiors, accountability
- Intrinsic responsibility – motivation, effort and commitment.

Command Capability – the CAR model
(Adapted from Pigeau and McCann)

Competence: this covers the skills and abilities required for the necessary physical, intellectual, emotional and interpersonal capabilities of a commander (and in turn, the crew). *Physical* competence requires good health, agility and endurance; *intellectual* competence involves planning, assessing risk, judgment and creativity; *emotional* competence is related to resilience, hardiness and the ability to cope, and finally, *interpersonal* competence requires trust, respect and empathy.

Authority: this relates to influence – the degree of power to act with the resources available. Here, there are two forms of authority: *formal* authority is assigned and held explicitly, whereas *personal* authority is given informally by peers and subordinates through reputation, experience and character, and is acquired through personal example.

Responsibility: Pigeau and McCann suggest that this is the degree to which an individual accepts legal and moral liability. Again, there are two types of responsibility held by those with command capability: *extrinsic* responsibility is agreed, contracted and held accountable; *intrinsic* responsibility is self-generated motivation, ownership and commitment. They suggest these capabilities should be developed in relation to each other as, for example, responsibility without authority leads to ineffectual command whereas authority without responsibility results in dangerous command.

"He certainly has authority on the boat as far as where we go, when we go, what route we take, all that, because everyone defers to his knowledge and experience and makes sure that that's the right thing. But if he says: 'I want this to happen' then everyone says: 'No we're not gonna do that', then I don't know. He could force us to do that, but it's not right so I suppose it comes down to another say, four people who want to have the enthusiasm to do what he wants them to do rather than forcing them."

An explanation

What is particularly helpful about the CAR model is that it provides a more rounded explanation of the Clipper findings; it is able to account for individual capability, and team capability as well as the capacity to develop capability in others. This model recognises that there are limitations in the type of leadership that rests on formal authority and explicit responsibility. The factors that influence our own behaviour and our ability to influence others rests more powerfully within personal authority and intrinsic responsibility, such as our own drive to achieve what is important to us as well as what is important to others, with their tacit consent. From here, it takes less energy to develop alignment, build capability and support autonomy.

CONCLUSION

The findings from this research focus on the challenges most commonly faced by the crew of a year-long round-the-world yacht race and are discussed alongside the implications for business and functions of organisations. Each of the challenges could be overcome by the skipper's ability to develop alignment, build capability and support autonomy; how they managed to achieve a balance of each of these factors had implications for the overall experience of the crew.

Leadership models have also been discussed in relation to the context and the findings; of these models, the CAR model provides the best explanation of the outcomes in relation to the crew as stakeholders with multiple, equally valid expectations and no contractual obligation to perform to prescribed intentions.

But more than that, these findings provide a fascinating insight into leadership and team challenges that are both far away from life in the office but also surprisingly close when we compare the daily challenges encountered in today's hard and tumultuous business climate where change becomes repetitive in its constancy. By developing alignment, capability and autonomy, individuals and teams are able and motivated to respond with agility.

This research demonstrates that when all things are equal, beyond controllable technical skill and an uncontrollable external environment; it is people that make the difference.



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APPENDICES

Appendix 1

Clipper race information

Start

Southampton, United Kingdom – Race starts
31 July 2011

Leg 1: 33 days

Race 1: Southampton, UK to Madeira, Portugal
Race 2: Madeira, Portugal to Rio, Brazil

Leg 2: 18 days

Race 3: Rio, Brazil to Cape Town, South Africa

Leg 3: 23 days

Race 4: Cape Town, South Africa to Geraldton,
Australia

Leg 4: 28 days

Race 5: Geraldton, Australia to Tauranga, New
Zealand

Race 6: Tauranga to Gold Coast, Australia

Leg 5: 53 days

Race 7: Gold Coast, Australia to Batan,
Indonesia (Pit stop)

Indonesia to Singapore

Race 8: Singapore to Qingdao, China

Leg 6: 33 days

Race 9: Qingdao, China to San Francisco, USA

Leg 7: 38 days

Race 10: San Francisco, USA to Panama

Race 11: Panama to New York, USA

Leg 8: 22 days

Race 12: New York, USA to Nova Scotia,
Canada

Race 13: Nova Scotia, Canada to Derry-
Londonderry, Ireland

Race 14: Derry-Londonderry, Ireland to The
Netherlands

Race 15: The Netherlands to Southampton, UK
– Race finish July 2012

Appendix 2

Skipper information

Boat	Skipper	Gate points	Ocean sprints	Penalty points	Overall points
Gold Coast Australia	Richard Hewson	18	2	14	151
Visit Finland	Oliver Osborne	2	1	3	103
Singapore	Ben Bowley	6	2	1	101
De Lage Landen	Mat Booth / Stuart Jackson	10	0	1	99
Welcome to Yorkshire	Rupert Dean	9	1	4	86
Geraldton Western Australia	Juan Coetzer	8	0	4	77
New York	Gareth Glover	2	1	5	77
Derry-Londonderry	Mark Light	2	0	4	62
Qingdao	Ian Conchie	3	1	0	58
Edinburgh Inspiring Capital	Gordon Reid / Flavio Zamboni/ Piers Dudin	0	1	4	40

Skipper qualifications

All skippers must have:

- UK MCA Recognised Yachtmaster Ocean with commercial endorsement or IYT (International Yacht Training) Master of Yachts
- ENG1 Seafarer's medical certificate
- STCW Proficiency for Persons in Charge of Medical Care Aboard Ships
- Global Maritime Distress and Safety System (GMDSS) General Operators Certificate/ROC Certificate with sat-com endorsement
- RYA Yachtmaster Instructor or Cruising Instructor.

Experience/skills:

- Fluent English (spoken and written)
- Significant offshore/ocean experience (c. 30,000nm), with a significant proportion in command
- Significant time in command of crewed yachts greater than 50-foot
- Strong background in sail training
- Commercial and media awareness and a professional image
- Offshore yacht racing experience and competitive nature
- High level of seamanship, practical yacht husbandry and maintenance skills
- Excellent interpersonal, man management, team building and leadership skills
- Ability to work to financial budgets
- UK work visa.



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